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AUTHOR	Klaus, Mary Louise
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ABSTRACT

The one and one-half year Raleigh County Career Education project involved over 9,000 students in grades K-12. The project's goals were directed toward recognition of the importance of: career preparation, relevancy of education in career preparation, effective teaching methods, and continuing career assistance for former students. Specific objectives were: career awareness in grades K-6, occupational information in grades 7-9, improving guidance and counseling services at all levels, and development of a placement service for all school leavers. A university extension course in career education and in-service training were available for interested teachers. Program outcomes were the development of a training and general education program for disadvantaged students, the preparation of 84 curriculum units, and a senior high school level cooperative work experience program. A 60-page evaluation report by a third party concluded that the data supported the observation that the project met and frequently exceeded its responsibilities. Two of the 25 appendixes of related materials are biographies of materials and supplies for the junior high orientation component and the elementary awareness component. (AG)

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FINAL REPORT

Project No. V261057L

Grant No. OEG-0-72-0774

RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

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EDUCATION & WELFARE
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Conducted Under

Part C of Public Law 90-576

State Project Officer
Clarence E. Burdette
Division of Vocational Education
West Virginia State Department of Education
Charleston, West Virginia 25305

Local Educational Agency Project Officer
Mary Louise Klaus
Raleigh County Board of Education
105 Adair Street
Beckley, West Virginia 25801

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The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

State Project Officer
Clarence E. Burdette
Division of Vocational Education
West Virginia State Department of Education
Charleston, West Virginia 25305

Local Educational Agency Project Officer
Mary Louise Klaus
Raleigh County Board of Education
105 Adair Street
Beckley, West Virginia 25801

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SUMMARY OF THE REPORT

The Raleigh County Research and Development Project in Career Education was funded for the time period of January 11, 1972, until July 10, 1973, and this report covers that period of time.

The goals for this project were patterned after those which have been widely recognized nationally as the goals of career education. They are as follows:

Goal I: Preparation for careers should be recognized as the mutual importance of the achievement of work attitudes, human relations skills, orientation to the nature of the working world, exposure to alternate career choices, and actual job skills.

Goal II: Every teacher in every course shall emphasize the contributions that subject matter can make to successful careers.

Goal III: "Hands-on" occupationally oriented experiences should be utilized as a teaching method to motivate students in learning abstract academic content.

Goal IV: Preparation for success in careers should be a key objective of all education.

Goal V: Learning should not be reserved only for the classroom, but learning environments for career education should also be identified with the home, the community and the working establishments.

Goal VI: Beginning in early childhood and continuing throughout the regular school years, career education shall maintain sufficient flexibility to allow youth to leave for experience and return to school for further education. It shall also include the opportunity for upgrading and continued renewal for adult workers and the productive use of leisure time and retirement years. Career education should seek to extend human horizons from birth throughout life.

Goal VII: The schools shall continue to accept responsibility for the individual after he has completed diploma or certificate requirements, or has even dropped out of school. While it may not perform actual placement functions, the school shall maintain contact with each individual until he is firmly set on his career ladder, and be available to help him modify his career objective if necessary or help him prepare for a new career at any time in the future.

Goal VIII: Career education is a basic and pervasive approach to all education, but it does not in any way conflict with other recognized educational objectives such as citizenship, culture, family responsibility and basic education.

The objectives of the Raleigh County Research and Development Project in Career Education were:

(a) to create an awareness on the part of students in grades K-6 regarding the many options available to them in the world of work, to develop an awareness of self and to become aware of the realities of the world of work;

(b) to give students in grades 7-9 a knowledge of characteristics of specific clusters of occupations within a broad spectrum of occupational families and to assist them in the analysis of occupational information for decision making;

(c) to improve guidance and counseling services at all levels by the addition of para-professionals and through in-service training of the present staff. Special emphasis will be placed on group guidance techniques, involvement of parents and teachers, and utilization of outside agencies; and

(d) to develop a placement service to provide for placement of all students leaving the educational system in either a job, a postsecondary occupational preparation program, or a baccalaureate educational program.

Coordinators were employed for the elementary awareness component, the junior high orientation component and the senior high job placement component. Each of these coordinators was given the assignment of coordinating the development of that particular component. Some of the procedures followed are described below:

At the elementary and junior high school levels, over ninety teachers were provided stipends to pay their tuition for a three-hour extension class from a state university for a course in the development of a curriculum unit to be used in career education. This course was offered two times, during the second semester of 1971-72 and during a two week institute in June of 1972. These curriculum units, after refinement, were implemented by teachers during the initial year of the project, 1972-73. During the implementation of these units in the classrooms at the elementary and junior high school levels, a concerted effort was made by all teachers to include a wide variety of creative and instructional techniques and activities as part of the unit. These include role playing, model building, hands-on activities, field trips, the use of resource persons, participation in individual and group research activities, the use of multi-media materials, and simulated work experiences.

At the senior high school level, the Job Placement Officer made contacts and established a working relationship with business and industry for the purpose of publicizing occupational programs and finding job opportunities for the students. These contacts were made through letters, surveys, publicity, and personal visits to local business and industry establishments. All services of the Placement Office were made available to students who withdrew from school as well as those who completed their schooling. Assistance was also provided to students who sought part time and/or summer employment. Interest among employers prompted the development of an experimental cooperative work experience program. The program, as it developed, became defined into three major areas of experience: (1) Exploratory Work Experience,

(2) Supervised Work Experience, and (3) Vocational Cooperative Work Experience. Thirty-three employers representing twenty-eight occupations, and one hundred fifty-three students were involved during the first year of the program.

Referral services were provided to teachers and counselors concerning resource persons, materials, and/or field trips. Close contact and cooperation was maintained with other existing agencies such as Employment Security and Vocational Rehabilitation to assure that these services complimented one another and to prevent duplication of effort. An advisory committee was formed to provide a link between the project and the community.

Under the direction of the career education staff, counselors within the secondary schools, assumed a leadership role in implementing the career education program, making guidance functions an integral part of the overall program. Counselors teamed with teachers in designing career orientation and exploration activities for students, provided intensified occupational guidance activities, and assisted with the functions of placement and follow up. Special emphasis was placed on the utilization of group guidance techniques and the involvement of parents and teachers in guidance activities. Para-professionals were employed also to increase the activities and services of the guidance program. Pre-service programs were designed for the para-professionals and an in-service program was provided for the counselors. Three full days of in-service were planned for all staff members in the project schools.

Efforts to place drop-outs in employment led invariably to a discussion of lack of skill and general education among these applicants. As a result, the placement office initiated efforts which resulted in a program of training and general education for these disadvantaged students. The program is known as the Daniels Vocational Assessment and Training Center. This program, a direct outgrowth of the career education project, operates as an extension of the Raleigh County Vocational-Technical Center and utilizes the Singer-Graflex Vocational Evaluation System in its assessment activities.

The project staff was extremely pleased with many of the results and accomplishments of the first year of operation and felt that many of them exceeded their expectations. The career education program was implemented in all schools in Town District during the first year of operation. Although involvement on the part of teachers was completely voluntary, over half of the teachers in the elementary, junior high and special education schools chose to participate. At the senior high level, the main emphasis was on the placement service and the cooperative work experience program; however, approximately fifteen teachers at the high school and all the teachers at the vocational-technical center participated in the program.

Eighty-four curriculum units were prepared and field tested during the first year of operation. Fifty-two of these were on the elementary level and thirty-two were on the secondary level. A wide variety of teaching techniques were demonstrated by teachers during the implementation of these units and a real effort was made to administer to the needs of all students, regardless of the level of intelligence or ability. Many multi-media materials were available to teachers from the career education office. The field trip proved to be a most valuable aspect of the career education program and an excellent teaching technique. More than 300 field trips were taken and, in addition to the wealth of knowledge provided the students, they served as a link between the career education project and the local community, as did the cooperative work experience program.

A requirement of the original proposal was that a group of independent evaluators would function as a third party evaluator in relation to the project. This group is known as the Independent Educational Accomplishment Audit Group (IEAAG). The purpose of this group is to function as a management tool in assisting with quality control aspects of the program and to assess the effectiveness of each project component, as well as to evaluate the overall success of the total project. A sub-contract was issued to an independent agency which conducted its evaluation through an on-site visit on April 30, May 1 and 2, 1973. Data and descriptive information collected through internal evaluation activities were furnished to the third party evaluation group to complement their assessment efforts in determining project effectiveness.

A generally favorable report was received as evidenced by the following quotation from Section V. Summary and Recommendations: 'In the several sections identified in this study report as "Findings and Observations" is recorded such data as would appear to prove that the Career Education project not only met its responsibilities, but in most cases and situations exceeded them.' A complete copy of the assessment report from the independent evaluation may be found in the body of this report, on page 35.

In conclusion, the administration and project staff are convinced that Career Education has had a lasting effect on education in Raleigh County. Students have become motivated and involved; teachers are enthusiastic and have become more attuned to the idea of relevance in education; parents are interested and have become involved; local business and industry have become more knowledgeable about the needs of the schools; and the schools have become aware of the needs and demands of business and industry.

Some recommendations to further the implementation of the career education program in the project schools and to initiate the program in the remaining schools in Raleigh County to make the program countywide, are contained in the following suggestions.

(1) There is need for further in-service education for all teachers and administrators to bring about an even better understanding of the overall concepts of the Career Education Project.

(2) The role of the advisory committee should be expanded to help deal with problems that arise during the year and to increase the knowledge of its members concerning the broad scope of the entire project.

(3) The cooperative work experience program should be expanded to include as many students as can be adequately supervised and evaluated.

(4) Parent involvement should be increased in as many ways as possible.

(5) Consideration should be given to other methods of continuing the use of para-professionals in the Guidance and Counseling Component if funding becomes a problem.

(6) More group counseling activities should be instituted to conserve counselor time until a better counselor-student ratio can be obtained.

(7) Better lines of communication and information need to be established for all facets of the Career Education Project.

(8) Encouragement should be given to teachers to utilize more curriculum units to make the implementation of career education a smoother, free-flowing process in the classroom.

(9) Articulation from one grade level to another needs attention to prevent student experiences being repeated in succeeding years.

(10) More attention should be given to involving academic subject matter teachers at the senior high school level, who were not previously involved in any specific manner.

(11) The local administration should investigate and pursue the possibility of additional post-secondary programs in Raleigh County to extend opportunities for students to the total career ladder.

(12) The school administration should make current plans for the continuation of the project after federal funding has ended, to ensure its continuation.

Data on cost transportability of the various components and the total project may be found by referring to Appendix X, page 246.

PROBLEM AREA

It is a known fact that the American system of education has made a great contribution to the development of this nation, but it is also a known fact that the educational system is not keeping up with the massive changes occurring in this nation in terms of technological advances and social and economic needs. The American system of education has mandated a formal education for all children but has been unable to offer an educational program suitable to the needs of all children. Many experts agree that the public education system of today does not relate education to the known facts of child development and of how children learn, does not relate to the economic and social changes taking place, does not recognize the fact that today's youth has an increased level of maturity not present in the past, and does not emphasize the desirability and necessity of work and the importance of the work ethic to the past and future development of this nation.

The often quoted and too well known damaging facts continue to haunt the American system of public education: in 1970-71, there were 850,000 elementary and secondary school drop-outs because many found education irrelevant; there were 750,000 high school graduates from the general curriculum who did not attend college and were unprepared for any type of immediate employment; there were 850,000 high school students who graduated in 1967, enrolled in college, but did not complete a baccalaureate degree or some other organized occupational program. This represents nearly two and one half million students who leave the public system of education each year without any adequate preparation for employment in some type of career.

It would appear then, that the "general education program" (which so often leads to general unemployment) and the "vocational" and "college preparatory" programs need to be fused into a centralized program of "career education" which would make it possible to meet the needs of all students on an individualized basis and to develop a success oriented learning system which also provides for constructive attitudinal and career development processes and procedures.

Raleigh County, located in the Appalachian Mountains of southern West Virginia is no exception to this situation which exists nation wide and when the opportunity to establish a career education program became available through a grant of federal funds, it was welcomed indeed. The source of the funding was the Supplemental $9 Million Allocation from the U.S. Commissioner's Discretionary Funds which provided for Research and Development Programs in Vocational Education. The original letter of assurance was submitted on October 20, 1971 and funding became effective on February 1, 1972. The West Virginia Part C career education development, testing and demonstration site was established in the service area of Woodrow Wilson High School located at Beckley, Raleigh County. This project site included all schools in Town District, consisting of the high school, three junior high schools, fifteen elementary schools, one ungraded special education secondary school, and two ungraded special education elementary schools.

Raleigh County is divided into seven magisterial districts. Town District, which constitutes the service area of Woodrow Wilson High School includes within its boundary the city of Beckley and has a total population of 44,088. Minority groups compose approximately 13 percent of the total population of Town District. Approximately 15 percent of the population can be classified as socio-economically disadvantaged.

The major industry in Raleigh County is coal mining. Wholesale and retail selling, government, and service industries provide sizeable additional employment opportunities. One of the largest of the latter is the medical service industry with Beckley, the county seat, being referred to as the "Medical Center of Southern West Virginia". In 1970 the county work force totaled 20,257, of which 1,350 or 6½% were unemployed. Although this area is identified as economically depressed by U. S. Department of Commerce, it is viewed as one of the prime growth potential areas of the state. This is illustrated by the fact that the current high level of economic activities in the above named industries has resulted in an increase in the work force from the 20,257 listed for 1970 to 21,870 in 1971 and to 22,501 in 1972.

The county has a school population in excess of 17,000 students enrolled in grades K-12. The school system has provided a substantial number of vocational education programs at the secondary level located within the high schools and the Raleigh County Vocational-Technical Center. Programs offered at the Vocational-Technical Center, located in Beckley, are available to students enrolled in high schools throughout the county. Postsecondary programs in Practical Nursing and Broadcasting Technology are also available at the Center. Beckley Junior College is located in the city of Beckley and provides two-year postsecondary Associate Degree and transfer programs. Plans for construction of a new vocational-technical educational facility, to incorporate both present and additional vocational programs for citizens in the county, are presently in the formative stage.

The Raleigh County School system is composed of 7 high schools, 8 junior high schools, 38 elementary schools, 2 ungraded secondary special education schools, and 2 ungraded elementary special education schools. There are approximately 400 staff members at the secondary level and approximately 380 at the elementary level. The county school population is in excess of 17,000 students in grades K-12. The career education project involved over 9,000 students in grades K-12 who were enrolled in the schools located within Town District.

GOALS AND OBJECTIVES

Goal I: Preparation for careers should be recognized as the mutual importance of the achievement of work attitudes, human relations skills, orientation to the nature of the working world, exposure to alternate career choices, and actual job skills.

Career education concerns itself not only with the mere physical aspects of work, but also is concerned with healthy attitudes toward work, the worker's role in the community, and respect for the work ethic. Career education should be a lifelong process of every person's educational experiences, always emphasizing alternate career choices and striving to broaden the options open to the individual.

Goal II: Every teacher in every course shall emphasize the contributions that subject matter can make to successful careers.

Career Education strives to give relevance to all education, by relating all content matter to the world of work. Teachers should use occupational examples and illustrations to give meaning to all education. Teachers need to be exposed to real experiences in the world of work themselves so they can relate their teaching to actual experiences.

Goal III: "Hands-on" occupationally oriented experiences should be utilized as a teaching method to motivate students in learning abstract academic content.

At all levels, an attempt should be made to develop manipulative skills through the use of tools, machines, common appliances and other devices. Such practical utilization, when used to supplement subject matter, helps show relevance to abstract concepts.

Goal IV: Preparation for success in careers should be a key objective of all education.

All educational experiences should have the common goal of preparation for economic independence, a working career. Every student should leave the school system with either salable skills if going directly to work or more advanced academic skills if continuing his education in some post-secondary institution, whether technically or academically oriented. Regardless of whatever occupational commitment a student makes, career education would seek to insure a degree of flexibility to keep many options open to the student and to ease the transition should a student decide to change goals.

Goal V: Learning should not be reserved only for the classroom, but learning environments for career education should also be identified with the home, the community and the working establishments.

No longer can we depend on educating our students totally within the four walls of a classroom and only within a school building. All the facilities of the school as well as those of the home and of the community must be utilized as part of the learning environment. Career education enlists the active support and participation of employers, government agencies, union groups, parents, and others to help demonstrate real world applications of the abstract concepts taught in the classroom.

Goal VI: Beginning in early childhood and continuing throughout the regular school years, career education shall maintain sufficient flexibility to allow youth to leave for experience and return to school for further education. It shall also include the opportunity for upgrading and continued renewal for adult workers and the productive use of leisure time and retirement years. Career education should seek to extend human horizons from birth throughout life.

Career education calls for sufficient flexibility to enable a student to leave school for experience and return to school for further education as he feels a need for these activities as part of his career plans. This goal also concerns the continuity of education throughout life with training and retraining of adult workers as the need arises.

Goal VII: The schools shall continue to accept responsibility for the individual after he has completed diploma or certificate requirements, or has even dropped out of school. While it may not perform actual placement functions, the school shall maintain contact with each individual until he is firmly set on his career ladder, and be available to help him modify his career objective if necessary or help him prepare for a new career at any time in the future.

Today, more than ever, the public is demanding total accountability for the education of all our youth. The goal of career education, in most cases, is successful employment at some point in time during each individual's life. This effort calls for placement services, follow-up and often retraining and must be a joint effort of the community and the educational system.

Goal VIII: Career education is a basic and pervasive approach to all education, but it does not in any way conflict with other recognized educational objectives such as citizenship, culture, family responsibility and basic education.

This goal needs no explanation, rather it implies that the concepts and goals of career education can assist in making all education more meaningful and relevant. It should indeed, enhance the acquisition of all educational goals and objectives. All educational endeavors can benefit from the approach and techniques of career education.

The objectives of the Raleigh County Research and Development Project in Career Education may be stated as follows:

(a) to create an awareness on the part of students in grades K-6 regarding the many options available to them in the world of work, to develop an awareness of self and to become aware of the realities of the world of work;

(b) to give students in grades 7-9 a knowledge of characteristics of specific clusters of occupations within a broad spectrum of occupational families and to assist them in the analysis of occupational information for decision making;

(c) to improve guidance and counseling services at all levels by the addition of para-professionals and through in-service training of the present staff. Special emphasis will be placed on group guidance techniques, involvement of parents and teachers, and utilization of outside agencies; and

(d) to develop a placement service to provide for placement of all students leaving the educational system in either a job, a postsecondary occupational preparation program, or a baccalaureate educational program.

DESCRIPTION OF THE PROJECT

A description of the scope of activities which were undertaken within each project component and the administrative design for the project are described in the following sections.

K-6 Career Awareness Component

A Career Awareness Coordinator was to be employed at the beginning of the project to coordinate the development of the career awareness component in grades K-6. Initially, the Coordinator was to conduct an extensive review of literature relating to career development activities at the elementary level by securing various materials and reports relating to proven methods, techniques and teaching materials for incorporating career awareness concepts into the curriculum. The coordinator was then to work with teacher committees in grades K-6 to determine recommended revisions to the elementary school curriculum in order to incorporate career awareness activities, thus restructuring the present curriculum around a career development theme. During the 1972-73 school year, the career awareness program was to be initiated in every elementary school in Town District.

7-9 Career Orientation Component

A Career Orientation Coordinator was to be employed on July 1, 1972 to coordinate the development of the career orientation component in grades 7-9. Emphasis was to be placed on group guidance activities providing opportunities for students to participate in either simulated or direct work experiences, and other similar activities designed to increase their knowledge of the labor market, various work conditions and work environments, educational and skill level requirements of various jobs, job benefits and other occupation information. Efforts were also to be devoted to the development of a program utilizing teachers, parents, curriculum and community resources for the purpose of promoting career development concepts.

Guidance and Counseling Component

Schools within the project site employed seven counselors at the junior and senior high school levels. Four para-professionals were to be employed and placed with these counselors. A pre-service program was to be designed for the para-professionals and an in-service program for counselors was to be provided. During these programs strategies were to be developed to incorporate the guidance component as an integral part of the total career education project. Special emphasis was to be placed on utilization of group guidance techniques; involvement of parents and teachers in the guidance program; and establishing linkages with outside agencies such as Employment Security, Department of Welfare, Department of Vocational Rehabilitation and other similar agencies. Additional in-service topics would relate to other areas such as manpower economics and development of work adjustment skills.

Personnel from the Guidance Division of the State Department of Education and consultative personnel were to assist with the in-service training and implementation of the career guidance aspects of the program.

Placement Component

A job placement service was to be established to serve as an extension of the guidance program at Woodrow Wilson High School. This office was to be staffed by a placement officer when the project started. The placement officer was to work between Woodrow Wilson High School, the Raleigh County Vocational-Technical Center and business and industry in the area in order to place students in full-and part-time jobs. He was also to disseminate information relative to current job openings and conduct follow-up studies. Area employers were to be contacted to determine their need for students who desire part-time employment while in school and to ascertain available full-time employment opportunities for school dropouts and graduates. The placement officer was to coordinate his efforts with the Department of Employment Security and other manpower agencies in the area. A placement plan was to be developed for implementation during the initial year of the project. The placement officer was to coordinate his efforts with those of guidance counselors in the project schools and serve as the linking agent between the school and the business and industrial community.

Project Administration

This project was designed as a federal/state/local project, allowing for management inputs from each of these levels. This partnership approach in project design and implementation was to include the use of:

(a) A Management Support Group (MSG), which would assist throughout project formulation and implementation. The MSG would provide program planning and technical assistance in the management of the project. The following persons were to serve as members of the MSG.

1. Superintendent, Raleigh County Schools
2. Assistant Superintendent in Charge of Curriculum, Raleigh County Schools
3. Project Director; Director of Guidance, Raleigh County Schools
4. Director of Vocational Education, Raleigh County Schools
5. Assistant State Superintendent of Schools, Bureau of Vocational, Technical, and Adult Education; West Virginia State Department of Education

6. Director, Division of Guidance Counseling and Testing; West Virginia State Department of Education

7. Director, West Virginia Research Coordinating Unit for Vocational Education; Marshall University

(b) A Consultative Support Group (CSG), whose members were to be selected on the basis of their expertise in relation to one or more project components. These persons were to assist in project formulation and implementation in an advisory capacity and to assist with various in-service training activities initiated throughout the project.

(c) An Independent Educational Accomplishment Audit Group (IEAAG), which would function as the third party evaluator in relation to the project. The IEAAG would function as a management tool in assisting with quality control aspects of the program. It would assess the effectiveness of each project component, as well as evaluate the overall success of the total project.

Data relating to the number of teachers, students, counselors and administrators in project schools are found in Table 1, Page 13.

The project staff began by reviewing research studies and journal articles which related to career development programs, their implementation and planning procedures necessary for their operation. The staff also started reviewing, reading and studying materials which related to child development, guidance activities, curriculum development, group techniques and survey forms which could be applicable for this program. A listing of available films, filmstrips, recordings, books and other materials which could be utilized in the program was prepared as a preliminary bibliography. Survey forms for the purpose of gathering information from business and industry were planned and developed for the Placement Component of the project, and other community agencies active in the placement function were contacted to become familiar with their operations and to determine how cooperative efforts could be worked out with them. Other significant community organizations also were contacted and informed of the functions of the project. The placement officer met with and informed the administrators and other staff members in the participating schools of his role and function. A special project was planned which was designed to assist in the education, training and placement of drop-outs. Funds for this project were sought from Title III ESEA at the beginning.

Two staff members visited the Career Education Project in operation in Lincoln County, Hamlin, West Virginia. The project director wrote to all previously funded exemplary projects for information on these projects and served on a State Committee to develop a model for Career Education for West Virginia.

The Placement Officer began an early operation by discussing the function of the placement office with those students who could benefit.

Table No. 1

Schools	Grades	No. Pupils	No. Teachers	No. Counselors	No. Principals
Woodrow Wilson High	10-12	2003	87	4	3
Beckley Jr. High	7-9	697	31	1	1
Park Jr. High	7-9	1032	43	2	1
Stratton Jr. High	7-9	518	25	0	1
Bradley Elementary	K-6	318	12	0	1
Central Elementary	K-6	582	27	0	1
Cirtsville Elementary	1-6	74	3	0	1
Crab Orchard Elem.	K-6	343	14	0	1
Cranberry-Prosperity Elem.	K-6	413	16	0	1
Crescent Elementary	K-6	398	14	0	1
Glen White Elementary	K-6	146	6	0	1
Hollywood Elementary	K-6	223	8	0	1
Institute Elementary	K-6	331	14	0	1
Lincoln Elementary	K-6	321	13	0	1
Mabscott Elementary	K-6	482	17	0	1
Maxwell Hill Elementary	K-6	295	11	0	1
Piney Oaks Elementary	K-6	157	9	0	1
Piney View Elementary	K-6	323	11	0	1
Sylvia Elementary	K-6	390	13	0	1
Brooks Adair Special Ed.	Ungraded Elem.	41	3	0	1 Teaching Principal
East Beckley Special Ed.	Ungraded Elem.	31	2	0	1 Teaching Principal
Fayette Street Special Ed.	Ungraded Secondary	119	9	0	1
TOTAL		9237	388	7	22

To serve as an introduction and to explain the role of the Elementary Career Awareness Coordinator to the principals of the eighteen town district elementary schools, a personal trip and conference was held with the principals of each of these schools. Personal contacts were also made by the elementary coordinator with a large number of local business places to make arrangements for possible field trips and resource persons as part of the Career Awareness development procedures. Practically all of the business organizations which were approached approved their participation to make provisions for student groups to utilize their properties for a broader understanding of occupations in the world of work. The elementary coordinator also previewed filmstrips, books and other materials for consideration and purchase for the Career Awareness Component.

The junior high Career Orientation Coordinator did not assume his position until July 1, 1972, but he did become involved in some preliminary activities of a training and educational nature. He was involved in a program of in-service training by taking a Marshall University extension course, VTE 582--Career Education: Curriculum Development for Elementary and Secondary School Teachers, which was completed during May 1972. This person was also involved in some pre-service training by participating in a week long visit to many key personnel and programs in the state of Georgia, studying many of their career education projects.

The Career Orientation Coordinator and Job Placement Officer also made presentations to the teachers and principals of Town District schools explaining the roles they would play when the program would be implemented in the schools.

By July 1, over seventy businesses and industries were personally contacted for the purpose of promoting the program and discovering job openings. By this time, 52% of those graduates available for work had been placed, and the placement officer was directly involved in the placement of over 75 of those graduates. During June, a field test of the Community Survey Forms for business and industry was made and responses had reached 22% by July 1. An initial evaluation of the results indicated that the survey would reveal useful information which would be helpful in the project schools as well as in the other schools in the county.

The Job Placement Officer continued to work with the Employment Opportunity Center on a project designed to assist in the education, training and placement of dropouts. Together they planned a two-week Orientation and Assessment Program for these dropouts before they were to enroll in the summer program at the Raleigh County Vocational-Technical Center. A copy of this program may be found in Appendix A.

An extention course from Marshall University, VTE 582--"Career Education: Curriculum Development for Elementary and Secondary School Teachers" was completed in May 1972, with a total of sixty-four persons taking the course. From this number, sixty curriculum units were prepared for use in the local schools in the fall. A selected group of teachers was then employed to review, evaluate, revise and put finishing touches on the curriculum guides which were developed.

A two-week institute was planned and carried out from June 12 to June 23, 1972. This institute also carried credit from Marshall University for the same course listed above and involved another thirty-seven teachers who wrote additional curriculum units to be used in the fall. A copy of the schedule for this institute may be found in Appendix B . The selected teachers mentioned in the above paragraph also reviewed and finalized these new curriculum units.

On April 12-13, 1972, the Raleigh County Career Education Project Director, the local County Director of Vocational Education, the Director of the Research Coordinating Unit for the State Department of Vocational Education, the Director of the Department of Vocational-Technical Education at Marshall University and the Principle Investigator of the Research Project for Handicapped Students, Brooke County, visited Winston-Salem, North Carolina, to view the Singer-Graflex Vocational Evaluation System in operation at the Goodwill Industries in Winston-Salem. The purpose of the visit was to evaluate this particular system in relation to how it might be of use in the Raleigh County Career Education Project for use as a hands-on experience, how it might fit in as an evaluative or diagnostic tool for programs for disadvantaged youth, and how it might serve as a screening and placement instrument for current vocational offerings in the county school system. This particular system was eventually incorporated into the program which was developed for disadvantaged students during the school year 1972-73.

To more adequately inform administrators and other key people of the concept of career education and to try to "sell" these people on the advantages and importance of this new concept, the Project Director made arrangements to take sixteen local educators for an on-site visit, April 18-19, 1972, to the very successful Career Education Project being carried out in Cobb County, Georgia. This visit to Marietta, Georgia was most informative to the participants and successful as a "selling agent." Arrangements for this visitation by sixteen local educators were made possible by a supplemental grant by the West Virginia State Department of Vocational Education, and came as a result of discussions during the first meeting of the Management Support Group, which is the combined committee of state and county representatives who are charged with the overall operation of this particular career education project in West Virginia.

On June 5, 1972, an in-service day program was conducted at Woodrow Wilson High School for all teachers and staff members from Town District schools which are included in the Raleigh County Research and Development Project in Career Education. A total of 430 teachers, counselors, principals, aides and secretaries attended this in-service meeting. A copy of the program for this day of in-service may be found in Appendix C.

During the last week of June, letters were sent from the Superintendent of Schools to twenty outstanding representatives of the business and industry community of Raleigh County inviting them to become members of an Advisory Committee for the Project in Career Education. Many of these persons were also parents of school children. A copy of this letter and its attached paper on Career Education may be found in Appendix D.

On May 15, 1972, the project staff met with Dr. Joseph T. Nerden, of North Carolina State University, Raleigh, North Carolina, to discuss and plan for an independent evaluation of the project to take place next spring (1973). Also in attendance were Assistant Superintendent, Mr. Sherman C. Trail, representing the Superintendent's Staff and Mr. Glenn E. Smith, State Project Officer for the Raleigh County Research and Development Project in Career Education. As a result of this meeting, Dr. Nerden submitted a brief proposal to the Project Director outlining the manner in which the evaluation would be carried out, the number of personnel needed, the approximate cost, and the estimated time needed for the evaluation. This proposal was submitted in turn to the Raleigh County Board of Education at its regular May meeting for consideration. The Board moved at that time to employ Dr. Nerden to direct this independent evaluation in the spring of 1973. The Project Director was given the responsibility to draw up a contract to be negotiated between Dr. Nerden and the Raleigh County Board of Education.

The Job Placement Officer completed all required activities for the Workshop in Job Placement which he attended at Marshall University in February, 1972. He also attended a one-week Career Education Institute in Princeton, West Virginia, during June, which was sponsored by the W. Va. State Department of Vocational Education and the U. S. Office of Education.

The Elementary Awareness Coordinator participated in a Career Education Workshop at Carver Vocational-Technical Center in Charleston, West Virginia, July 10 through July 12, to observe and participate in the program in order to become aware of the methods being implemented in that career education workshop which also might be applicable to the project in Raleigh County. Lists of desirable materials and supplies for the elementary level were prepared and approximately $5,000.00 worth of these were ordered before school started. A bibliography of these materials was prepared for distribution to schools. It was later updated and is noted on page 21. Tool chests containing twelve (12) common tools were purchased for all seventeen (17) elementary project schools. In addition, commercially prepared Money Management Kits were distributed to all elementary schools in Town District for use in any career curriculum units which required the writing of checks or other money management techniques.

These Money Management Kits were also distributed to all secondary schools in Town District by the Job Placement Officer and the Career Orientation Coordinator in view of the emphasis that the entire staff placed on the importance of a knowledge of finance and economics to all facets of Career Education.

After the Junior High Orientation Coordinator began in July, he made contacts with various businesses and industries for procurement of field trips and guest speakers for utilization by teachers in his project schools. This coordinator also formulated and developed a resource bibliography of materials, audio-visual aids, books, pamphlets, and occupational laboratories and kits for development of Career Education. A copy of this bibliography may be found in Appendix E. A listing of field trips and tours was prepared for use by the schools as well as teacher request forms and parental permission forms for field trips. As soon as school started the junior high coordinator began making contacts with participating schools for the purpose of dissemination of materials, information and related activities for initiating the program into the schools. These contacts were made with various teachers, principals and guidance counselors employed at the schools. Oral presentations were made to the faculty members of the four participating schools with direct intentions of establishing a good working relationship with each school's faculty.

The coordinator ordered materials, audio-visual aids, books, tools, and other materials pertinent to project, for distribution to participating schools. He also classified all materials as they arrived from the publishers and ordering houses for easy retrieval when needed.

At the beginning of school, the Job Placement Officer made initial contacts and initiated discussion with Meadows Lumber Company concerning development of a work experience program in Building Materials Distribution. This program became operational and involved 6-10 high school students in a two-year program on a vocational schedule. He also developed a work experience program in Dental Occupations Trainee which involved six senior girls and five local dentists. Students spent two hours each school day receiving instruction and training in dental offices. This program carried one unit of high school credit and involved students who had selected Dental Hygiene as a career goal. This high school credit was granted on a semester basis and for those students who stayed with the program throughout the year, the total credit earned was two units.

During the fall, the Job Placement Officer assisted in the development and planning of a proposal for a vocational project for the disadvantaged (drop-outs). Major emphasis by this office was to develop recruitment procedures and to coordinate assistance from outside agencies. The Project Director also assisted the administrators of the Raleigh County Vocational-Technical Center in preparing the proposal for the Disadvantaged Project for drop-outs. Assistance was given in the development of the Guidance and Counseling Component of this proposal and in overall writing and proofreading. As part of this project, a diagnostic and evaluation center was proposed which would utilize the Graflex Vocational Evaluation System, a system which helps evaluate vocational aptitudes, interests and work tolerances before entering students into comprehensive training programs. This particular evaluation system would also be available to the Career Education Project for exploratory vocational experiences for junior high school students and for pre-vocational screening for students planning to enroll in the programs at the Raleigh County Vocational-Technical Center, as well as providing diagnostic information for the disadvantaged persons enrolled in the project. It was felt that this multiple use of the Graflex Vocational Evaluation System would help compensate for and justify the cost of the system.

The Job Placement Officer conducted an in-service session for Health and Physical Education teachers during August. Topic for the session was "The Role of Health and Physical Education Teachers in Career Education." The session consisted of a verbal presentation, printed materials and discussion.

In an effort to fully publicize the placement services, the Job Placement Officer spent one full class session with each English 12 class at Woodrow Wilson High School (25 hours). Activities during these sessions included presenting a summary of the placement services, filling out student survey forms, and taking applications for placement services. A copy of the letter which was sent to the English 12 teachers is shown in Appendix F. He also held several conferences with the administration and the guidance personnel in the project school (Woodrow Wilson High School) for the purpose of establishing procedures for making placement services available to students.

The Job Placement Officer continued placement efforts for the class which graduated in June 1972. There were 35 additional referrals and 8 placements as of September 30, 1972. The placement experience to this point served, to some degree, as an orientation and learning experience for the placement officer. In that light, a try-out follow-up study was conducted with those graduates with whom this office had direct contact. Results of this survey as of September 30, 1972, are reported in Appendix G.

The Job Placement Officer also developed, revised and duplicated various forms to facilitate application and referral procedures. These included an application for part-time employment, a request for an employee form for business and industry, a form to introduce a job applicant, a form for reporting drop-outs to the placement office, and a counselor's referral form. Copies of these forms may be found in Appendix H. He also conducted a group guidance session with 40 State Road Commission NYC In-School workers. Information was given regarding placement services available and discussion was conducted on the following topics: attitudes toward work, training needed, education desired, how to find a job, and programs available in the high schools.

The Job Placement Officer conferred with and provided information to various senior high school teachers who were concerned with or planning Career Education activities, and also developed pamphlets on each of the programs offered at the Raleigh County Vocational-Technical Center. These included such information as course of study, job opportunities and employment outlook.

The Project Director with the help of the other staff members planned and arranged for two days of in-service training scheduled for August 28 and 29, for all of the staffs in the project schools of Town District. This included making arrangements for speakers, developing a guideline or work sheet for group discussion, selecting and instructing group leaders for the discussion groups, developing various small group sessions and presentations, arranging for panel members, and preparing programs. The State Director of the Division of Guidance, Counseling and Testing, Mr. Keith C. Smith, and the Raleigh County Elementary Supervisor, Miss Mary C. Abbott, were of great assistance in this undertaking. Also, all three members of the project staff (the Awareness Coordinator, the Orientation Coordinator and the Job Placement Officer) assisted in the implementation of the programs for these two days. Copies of the programs for both days and a copy of the work sheet for group discussion are included in Appendix I, with a description of the activities for both days.

The curriculum units were not completed and ready for distribution when school began. The amount of time required to revise and finalize the curriculum units, mimeograph them and cut and bind them was much greater than the staff anticipated. As a result, the units were not ready for classroom use until the first of October. A cover-page sketch also was designed for each curriculum unit and all units for a particular grade level were bound into a single booklet.

During the early fall, the entire staff worked on designing a brochure describing the program at all levels. These brochures were printed for distribution and a copy of the contents has been placed in Appendix J.

A contract for an independent evaluation was negotiated on August 1, 1972, with Dr. Joseph T. Nerden, North Carolina State University, and signed by Dr. Nerden and the Superintendent of Schools, representing the local Board of Education. A copy of this contract is contained in Appendix K. Copies of this contract were sent to the U.S. Office of Education by the State Contract Officer, along with specifications of the terms of the agreement.

Also during August, the Project Director prepared and filed the Final Financial Report (which was due August 30, 1972) covering the original grant award from the Vocational Act Amendments of 1968 (P.L. 90-176) Part C, Section 131b. This original grant award was forwarded to fund the project through its early planning stages during the first five months, from February 1, 1972 through June 30, 1972.

During the period of time when the two days of in-service were being held in the county, the director attended a regional conference sponsored by the U. S. Office of Education in Harrisburg, Pennsylvania. This conference, from August 28, 1972, through August 30, 1972, was called for the purpose of discussing and reviewing Vocational Education Research and Exemplary Programs, funded under Parts (c) and (d) of the Vocational Education Amendments of 1968. A presentation was made by the Project Director to the conference participants describing the Raleigh County Research and Development Project in Career Education.

The third meeting of the Management Support Group was held on September 20, 1972. This is the consultant group composed of State Department of Education personnel and local county personnel charged with responsibility and involvement in the project design and implementation. This was the first meeting of this group for two new member replacements -- Mr. William H. Baker, new Superintendent of Raleigh County Schools and Mr. Clarence Burdette, new State Director of Vocational Education. Mr. Burdette, however, was unable to attend because of being out of state to another meeting.

After the full implementation of the staff, as of July 1, 1972, with the addition of the Career Orientation Coordinator on a full-time basis, the complete staff began holding weekly staff meetings with a few exceptions, due to the absence of one or the other staff members. These staff meetings were for the purpose of reporting progress, resolving questions of staff members, discussing future activities, resolving problems, keeping one another informed, and planning future activities. These meetings have proved to be very fruitful, informative, and productive.

All of the staff members at the Raleigh County Vocational-Technical Center volunteered to become actively involved by designing and building a kit of materials, tools, work clothes, and information about the various occupations they represent. They also agreed to furnish these to schools for use and even to visit the schools themselves to explain and demonstrate the kits. This idea originated with these staff members themselves and is a good example of the enthusiasm and participation shown by staff members in the project schools. Another good example was the cooperation of the librarians in all the secondary project schools who built a "Career Corner" within their libraries.

By the time school started, the Project Director had been unable to locate an elementary counselor to fill the opening included in the Guidance and Counseling Component. An adjustment in the budget was not made at that time, however, in hopes that a person could be found for the second semester.

During the first few months of the school year, the Junior High Orientation Coordinator worked closely with the vocational school instructor in electricity and Appalachian Electric Power Company personnel in developing a career education teaching unit in electrical wiring for use by industrial arts classes. During this time also, the Job Placement Officer began the task of taking pictures of appropriate activities which might be included in a later slide presentation. He also conferred with many high school teachers who were anxious to become involved in the project by actually participating within their own classrooms. Emphasis at the high school level had been designed previously to concentrate on the placement service and guidance activities only, but with this outstanding display of teacher interest in becoming involved in the classroom, the project staff began to review this portion of the project.

Four para-professional Guidance Supportive Personnel were hired to begin assisting the counselors present in the secondary schools. A set of criteria for the selection of these personnel in the future and a job description were developed later in the year based on the experiences with these original four persons. A copy of these may be found in Appendix L. It was felt by all concerned that this differentiated staffing approach in guidance enabled the counselors to assume a strong leadership role in the career education program.

During the fall months the Elementary Awareness Coordinator spoke to a number of parent-teacher groups and also held faculty meetings with the staffs of all seventeen project schools. As a result of these faculty meetings and parent-teacher conferences, many teachers were able to arrange for a list of parents to serve as resource persons in their respective schools. They were able to establish parent liaison groups, also, who would provide such services as assisting teachers in the development of career units in the classroom, and serving as chaperones on field trips. In some schools this was a new approach and teachers welcomed the opportunity for this type of parental involvement. As often as possible, the coordinator made an effort to visit the schools to observe and inquire of students their newly acquired knowledge and experience. In all instances teachers reported evidence of growth, enthusiasm, and many occasions where had been academic and behavioral changes. The coordinator also met often with individual teachers to discuss procedural techniques in developing units and to offer encouragement.

Later in the fall, the coordinator prepared an updated bibliography of resource materials and a list of consumable materials for publication and distribution to teachers in Town District schools. A copy of these two items can be found in Appendix M.

Before the Christmas holidays, eleven field trips had been arranged for students from six different elementary schools. These involved twelve classes involving a total of 367 students who participated. Nine of the trips were taken by bus transportation and the other two were walking trips.

To facilitate program activities, distribution of supplies and materials and field trip arrangements, the following forms were developed by the Career Awareness Coordinator to be utilized by principals and teachers:

1. Career Awareness Field Trip, Parent Permission Form
2. Field Trip Arrangements, Letter to Teachers
3. Request Form for Career Awareness Materials
4. Career Awareness Field Trip Form for Teacher, Principal, and Coordinator
5. Letter to Principals Concerning Units, Materials and Field Trips

Copies of these instruments may be found in Appendix N.

Both the Awareness and the Orientation Coordinator continued to purchase materials and supplies for special career education projects in the schools and provided teachers with multi-media resource materials which were requested. Before the Christmas holidays, the Orientation Coordinator arranged for 42 field trips for junior high students, with a total of 1545 students involved. Some examples of the types of career projects which the coordinator has helped implement during the first half of the year are listed and described below:

(1) Career dress-up day was held in one seventh grade in which all the pupils had to dress in their parents' work clothes.

(2) Electrical wire units were developed to be used in all industrial arts classes.

(3) Assistance was given to all social studies and English teachers in arranging for teaching units in career education during a particular six-weeks period in one school.

(4) A building trades unit was done by all ninth grade boys in one school and included carpentry work (consisting of construction of a miniature frame house 10' by 12'), electrical wiring of this house and planned plumbing of the house.

(5) A mass production unit was developed in one school and included the actual formation of a corporation within the school with the goal of

operating in order to show a profit. Five teachers and 250 children were involved in this project.

(6) A cooperative work program for disadvantaged ninth graders was arranged in one junior high school to study the feasibility of such a program at this grade level. If the program proved successful when implemented during the second semester, a more involved type project for the following school year would be planned. The development of an orientation program for these students and screening activities to select the students were done before Christmas. Second semester activities would encompass attempts to assist the student to relate in an improved manner to his school and the world of work. Activities would include field trips determined by student interest, group counseling by a trained counselor, work experience for a two-hour period daily and resource speakers. There was evidence that there would be definite approval and acceptance by the parents of these students.

(7) In one school the students actually constructed a model store and carried out role playing of retail selling careers.

During October, initial orientation of seniors at Woodrow Wilson High School was completed by the Job Placement Officer. A total of 563 seniors were contacted through their English classes. They were informed of the placement services available and how to secure the services. Students completed a survey form which was recommended by the agency doing the independent evaluation of the project. Results of the survey may be found in Appendix O.

The Job Placement Officer assisted the Raleigh County Vocational-Technical Center staff with its follow-up of graduates of the class of 1972. The results are included and indicate some measure of placement activity. They may be found in Appendix P.

The Job Placement Officer attended the Job Placement Workshop at South Branch Vocational-Technical Center, Petersburg, West Virginia, on November 13 and 14. He also developed pamphlets for student and employer information on each vocational program offered at the Raleigh County Vocational-Technical Center. This included a total of 16 pamphlets and the material would be printed by the Vocational School.

Before Christmas, the Job Placement Officer served as referral agency for all dropouts for the purpose of placement and referral to the new Disadvantaged Project which was planned to be operational in the county in January. He also served as Raleigh County Chairman of National Career Guidance Week, October 22-28. He coordinated and provided resources for activities in local schools, arranged local radio, TV, and newspaper coverage, and appeared on a local radio talk show.

One of the major activities of the Project Director during October and November was the formulation of plans and activities for the fiscal year 1973-74. Notification was received early in October that the project would be refunded for another year and that a letter of assurance must be submitted to the U. S. Office of Education on or before November 18, 1972.

Many conferences, work sessions and surveys were conducted among project staff members, regular school staff personnel, and other regular central office personnel and the state project officer to prepare and finalize plans for the second year of operation. The survey letter which was sent to all schools outside of Town District may be found in Appendix Q. The results of these conferences, surveys, and work sessions determined that the project would involve the entire county for the school year 1973-74, with schools and teachers being involved on a voluntary basis. The necessary demographic and institutional information, budget figures and project plans were furnished to the state project officer for his use in writing the letter of assurance. The letter was mailed to Associate Commissioner Robert M. Worthington, Office of Education, on November 17, 1972.

The Project Director attended the fall meeting of Region E of the West Virginia Guidance Association at Concord College, Athens, West Virginia, on November 29, 1972. The program consisted of a presentation on the College Board's Decision Making Program which addresses itself to career education development. On December 1, 1972, the Project Director, the Job Placement Officer and the Career Orientation Coordinator attended the Area High School Guidance Counselors Conference at West Virginia Institute of Technology, Montgomery, West Virginia. The theme for this conference was "Career Education--Opportunities Available in West Virginia."

Much of the Project Director's time, with the assistance of the para-professional Test Coordinator and the secretary, during October, November and December, was spent in assisting with the operation of the Elementary Awareness Component of the project. This became necessary due to the absence of the Awareness Coordinator during these three months. Because of illness, vacation time taken and a subsequent request for a transfer back into the regular program, this person only worked twenty-five days these three months. This request for transfer back into the regular program was honored and approved by the Raleigh County Board of Education at its regular meeting on November 28, 1972, effective December 1, 1972. In accordance with new board policy, the opening was advertised among all school personnel. Evidently many persons were reluctant to change jobs in the middle of the year and a replacement finally had to be recruited by the project staff. As a result, this position was not filled until March 19, 1973.

The Disadvantaged Project for dropouts planned by the administrators of the Raleigh County Vocational-Technical Center, (with which the project staff assisted) received approval on November 2, 1972 of the Exemplary Project portion of the project. A coordinator, John G. Walker, was named for this project which was scheduled to start January 2, 1973.

Upon instructions received from the Contracting Officer, Contracts and Grants Division, Adult Vocational and Technical Education Branch, the contract with Dr. Joseph T. Nerden of Raleigh, North Carolina, was amended to incorporate the following conditions:

1. Period of performance for evaluation
2. The attachment of the Equal Opportunity Clause, HEW 386 (rev 3/69)

Approval of the contract was contingent upon incorporating the above conditions. The amended contracts were forwarded to Dr. Nerden on November 6, 1972, for his signatures, and upon their return, forwarded to the State Project Officer for distribution to the State and U. S. Offices of Education.

The project staff, late in the fall, also prepared a set of guidelines for field trips and tours, a bibliography of all curriculum units, a survey for implementation of career education at the high school level, a survey for career education resource persons, a survey form for career education resource persons, a survey form for cooperative education, and a letter concerning participation in the practicum in career education. Copies of these may be found in Appendix R.

Since the Project Director still had not been able to locate an elementary counselor to fill the opening included in the Guidance and Counseling Component, the decision was made in November, to request a transfer of these funds to other items in the budget. One primary reason for this decision was the implementation of a new state hospitalization program for all public employees which called for over nineteen hundred dollars in increased employee benefits to be paid from the project funds for the period from November 1, 1972 through June 30, 1973. A letter requesting the State Project Officer to obtain permission for this transfer was written on November 22, 1972. The project staff also believed that additional money was needed for supplies and materials for teacher use in implementing the units. In December, the State Project Officer received verbal approval from the U. S.Office of Education and then needed to submit a formal letter for this major transfer detailing the exact amounts of monies to be transferred to specific budget items.

The Career Orientation Coordinator and the Job Placement Officer made a presentation on November 6, 1972 to the staff and advisory group of the Veterans Administration Hospital describing the career education project as it operates in Raleigh County. As a result of this presentation and discussion, a wide variety of cooperative work experience programs were arranged for the second semester of the school year for both senior and junior high school students.

A presentation was made to the ESEA, Title I Home-School Coordinators describing the services available through the Job Placement Service and those that would be available for dropouts through the new Disadvantaged Project which would begin in January, 1973.

Even though the position of Elementary Awareness Coordinator was not filled until March 19, 1973, the elementary component increased considerably in involvement and activities performed during the first few months of the year. The availability of curriculum units, the dedication of the remaining staff members in filling the duties of this elementary position, and the increased interest and participation of teachers in the program all led to an increased involvement at the elementary level of the program. Largely through the efforts of the Junior High Career Orientation Coordinator, who undertook this added responsibility, the number of field trips on the elementary level increased considerably. There were thirty-one field trips taking place between December 14, 1972 and March 22, 1973, (twenty-five of these being bus transported and six being walking trips) involving 987 students. This compared with eleven field trips involving 367 students before this time, showing a marked increase.

Many more teachers began implementing curriculum units within their classrooms as well. There were 88 teachers involved with units during the first three months of the year, compared to the 39 teachers who participated prior to this time. Fifteen elementary teachers also took the class VTE 579, Practicum in Career Education, for three hours of credit from Marshall University, Huntington, West Virginia.

The Junior High Career Orientation Coordinator, along with the Job Placement Officer and Project Director, visited and observed elementary and junior high teachers in their career education activities in their classrooms. These visitations assisted all staff members in getting an overall picture of the total career program.

In addition to the field trips which were coordinated at the elementary level, the Career Orientation Coordinator, arranged forty-three more at the junior high level. Of these field trips, taking place between January 5, 1973 and March 29, 1973, nineteen were bus transported and twenty-four were walking trips.

The Career Orientation Coordinator developed and submitted for approval a proposal allowing students in grades 7 through 10 to attend the summer vocational program on an exploratory basis. This proposal allows for students to spend two weeks in each of three shops of their choice. This proposal appears in Appendix S.

The cooperative work program for disadvantaged ninth graders which was mentioned previously, was fully developed and implemented during the second semester. The program involved 19 disadvantaged students at Stratton Junior High School who were receiving limited work experience through a cooperative exploratory work type program for part of the school day. This program was judged successful as fifteen of the original nineteen members, who were considered potential drop-outs, completed the school year and received training, which was, incidentally, instrumental in obtaining summer or part-time employment for approximately eight members of the group. One member of this group moved away.

Fourteen (14) teachers on the junior high school level were enrolled in the class VTE 579, Practicum in Career Education, for three hours of credit from Marshall University, Huntington, West Virginia. All of the project staff assisted these teachers and those on the elementary level in the implementation of their units.

The Job Placement Officer was very actively involved with local business and industry in developing cooperative education for the second semester. Contacts with business and industry were for the dual purpose of cooperative development and placement development. Activities involved in both functions were found to be compatible and closely related and employers were receptive to dealing with both activities during the same visit.

As stated previously, a wide variety of cooperative work experience placements were planned for second semester at the Veterans Administration Hospital. Originally it was thought that as many as twenty new cooperative placements would be located here. However, when the staff at the hospital was surveyed, the requests for students amounted to sixty. A few contacts were also made with other outside agencies for placement purposes. Interest among employers spread rapidly however and many more employers approached the project staff for additional cooperative placements. As a result of this widespread interest, thirty-three employers representing twenty-eight occupations, and one hundred fifty-three students became involved in this program during the second semester. One entire class in Clerical Practice at the high school was placed in cooperative assignments, freeing this teacher to assist with the supervision of these students and others.

There had been no previous development in work experience in Raleigh County Schools, therefore the program was built around opportunity rather than pre-conceived guidelines. This program, as it developed, became defined into three major areas of work experience: (1) Exploratory Work Experience, primarily a career guidance program which offered observation and supervised practice in a wide range of occupations. (2) Supervised Work Experience is part-time paid employment, supervised by the school, but not necessarily related to career goals. This program provides an introduction to the world of work. (3) Vocational Cooperative Work Experience, a vocational program of skill training on the job, directly related to the career goal of the student. This program is very similar to those vocational cooperative programs offered in many states. Various forms were developed by the Job Placement Officer to facilitate the operation of the cooperative education program. These were as follows: Training Agreement, Employer Evaluation Form, Cooperative Work Experience Program-Employer Data, and Cooperative Work Experience Program-Student Data. Copies of these forms, along with a summary of the status of the cooperative education program as of February 12, 1973, may be found in Appendix T. The other eighteen placements were made after the above date.

Several questions were raised concerning state and federal wage and hour regulations as they might apply to the students involved in the cooperative education program. The state guidelines placed no restrictions since they only apply to persons working twenty-four hours or more and most of the students only worked ten hours a week. The federal guidelines, however, did place some restrictions on the policy of not paying the students for the time for which they were receiving high school credit and were working during school hours. To clarify these restrictions, a letter was written to the U. S. Department of Labor, an answer received, and a statement listing these restrictions was prepared for prospective cooperative employers for next school year. Copies of these three documents may be found in Appendix U.

Tentative plans were being developed for personnel and organization for the cooperative program for next school term, with responsibility for cooperative education to be assumed by the Raleigh County Vocational-Technical Center. The Center will seek funds from the State Division of

Vocational Education to operate this program and at that time the Job Placement Officer will serve only in an advisory and resource role.

After the first of the year, the Project Director, with the assistance of the other staff members, became involved in the organization and the implementation of the Advisory Committee for the Career Education Project. Members of this committee are as follows:

Murray Shuff, Meadows Lumber Company, Inc.
Robert Markham, Lee Norse Company
Thelma Wilson, Beckley Appalachian Regional Hospital
Don McCallister, Beckley Newspaper Corporation, Inc.
Dr. John White, Dentist
John Saunders, President, Beckley College
Mrs. William (Dolly) Johnson, Peerless Packing Company, Inc.
Mrs. William (Louise) Grinstead, Greenbank Motel
William Barnard, Gates Engineering
William Houchins, Joe L. Smith Jr., Inc.
Phillip Payne, E. M. Payne, Co.
Leon Moss, Moss Electric
Leroy Glenn,Glenn's Marine Sales
Mrs. Graham (Eve) Breck, Administrative Assistant, City Hall

The first organization meeting was held on January 24, 1973. At this time the project was described and explained, a written statement of the purposes and functions of an advisory committee was distributed and officers were elected. During February, the advisory committee members were issued an invitation to tour the Raleigh County Vocational-Technical Center during National Vocational Education Week. A second meeting was held on March 7, 1973, and featured an address by Fred A. Hoke, Executive Director of the West Virginia Advisory Council on Vocational Education. A third meeting was held April 30, 1973, in conjunction with the independent evaluation team's visit under the direction of Dr. Joseph T. Nerden. This enabled the study team to have the opportunity to talk with and discuss the project with the advisory committee.

At the first two meetings this group had, both the Career Orientation Coordinator and the Job Placement Officer attended and made progress presentations to the committee on the career education project. These two staff members and the Project Director also made a presentation to the Medical Auxiliary of the local medical society describing the project and enlisting their cooperation and support.

In the early Spring, the Job Placement Officer attended the State Staff Meeting-Bureau of Vocational, Technical and Adult Education and made a presentation on the structure and activities of the Raleigh County Project in Career Education. He also attended, with the Director of Volunteer Services at the Veterans Administration Hospital, the state meeting of local directors of Vocational-Technical Education. At this meeting they reported on the development of the cooperative education program at the Veterans Administration Hospital. The Job Placement Officer was invited also to the State Association of Neighborhood Youth Corps Directors and reported on the Raleigh County Project in Career Education.

Early in the year, the following persons visited the project staff and were taken on tours of local career education projects: Mr. Ron Walton from the West Virginia Institute of Technology, Montgomery, West Virginia; Mr. Bob Martin and Ruth Edwards from the West Virginia Bureau of Vocational, Technical and Adult Education; Mr. Charles Moore, Director of Vocational Education, Cabell County, West Virginia; and Dr. Thomas Allen, Department of Vocational, Technical and Adult Education, Marshall University, Huntington, West Virginia.

An evaluation team representing the U. S. Office of Education visited the project staff and were taken on tours of various career education projects. The members of this team were Mary Lovell, Project Officer, Research and Development and Exemplary Projects, Program Development and Operations Branch, U. S. Office of Education, Washington, D.C.; and team member and State Project Officer, Glenn E. Smith, Director, West Virginia Research Coordinating Unit for Vocational Education, Marshall University; Wayne Wheatley, Project Director, Dilenowisco, Educational Cooperative, Wise, Virginia; Michael Murphy, State Department of Education's Bureau of Vocational, Technical and Adult Education; and J. W. Warren, Program Officer, Bureau of Adult, Vocational and Technical Education, Region III, U. S. Office of Education, Philadelphia, Pennsylvania.

After the conference between the administrative and project staffs and Dr. Joseph T. Nerden in December 1972, a letter was received, dated January 5, 1973, from him detailing the guidelines for the independent evaluation which were agreed upon during the conference. Upon receipt of these guidelines, a letter was sent to all principals of Town District schools informing them of the guidelines which would be used for the independent evaluation and the criteria upon which the career education program would be rated. On January 21, 1973, Dr. Nerden mailed to the Project Director a listing of the team members who had agreed to take part in the evaluation and asked that motel accommodations be made for the team members and that each of them be sent a copy of both the December and March quarterly reports. A letter was returned to Dr. Nerden on January 24, 1973 complying with these requests. Copies of the guidelines from Dr. Nerden may be found in Appendix V.

The members of the staff who will do the independent evaluation are: Dr. Nerden, Chairman; Mrs. Rachel Cline, Lenoir, North Carolina; Mr. David R. Hill, Williamsville, New York; Mr. Lucian Lombardi, Kensington, Connecticut; Mr. Walter Raines, Charleston, South Carolina. An annotated listing of these team members showing the competencies and expertise of each may be found in the evaluation section of this report.

On February 1 and 2, 1973, three staff members and a number of other school personnel (counselors and principals) attended a Regional Conference in Vocational Guidance, which was held at the Mercer County Vocational-Technical Center, Princeton, West Virginia. This conference featured a number of hands-on activities for the participants in the shops at the center.

On February 15, 1973, the project staff and all of the counselors in the county attended a half day in-service activity at the Daniels

Vocational Training and Assessment Center. At this session the program for the disadvantaged was explained to the counselors and they all had an opportunity to try out the Singer Graflex Vocational Education System. This was done in order that counselors could be informed of the advantages and possibilities that this system offers for students.

Recognizing that the counselor plays a key role in the implementation of the career education program, the project staff planned four days of in-service training for counselors to better prepare them for participation in the program next year when the project becomes county wide. The first two of these days were held March 21 and 22, the remaining two days April 18 and 19. Dr. Dean Hummel, Professor of Education, VPI and State University, Blacksburg, Virginia, conducted these in-service sessions. Some of the areas which he emphasized during this training are as follows: Work on present role of counselors and counselor's role in career education, a review of the objectives and learning activities involved in career education, identifying intervention points where a counselor may be effective in career education, studying group and other techniques counselors may use with students, and planning for evaluation that assesses the effectiveness of the career education program.

The entire staff worked together to prepare a booklet describing the project. Additional supplies and materials were purchased throughout the year as they were needed or requested by teachers as they implemented the curriculum units in the classrooms.

During the last two months of school, the Career Awareness Coordinator visited all seventeen Town District schools, talked with each principal, and visited approximately 104 classrooms in this time period. The classroom visitations assisted all staff members in getting an overall picture of the total career education program.

When the new Career Awareness Coordinator assumed her position she took over the responsibility of the elementary field trips. From then until the end of school forty-six field trips were arranged which involved one thousand five hundred forty-four pupils.

A thirty-minute radio program was presented on a local radio talk show to promote and familarize parents with the progress of career education in our schools and to inform the public that the program would be expanded to include all Raleigh County Schools at the beginning of the 1973-74 school term.

Career awareness evaluation forms were filled out by all participating teachers and returned to the coordinators in order that the project staff could have the units revised and made more relevant for teachers during the 1973-74 school term.

Of 118 teachers who replied to an evaluation of the current year's career activities 98% indicated that they planned to continue these activities during the next school year. When ask to respond to student interest, 70% of the teachers indicated that student interest was high, 30% indicated interest was average, and none of the teachers indicated low interest on the part of students. When ask their reaction to the value of the field trips taken, 75% of the teachers indicated that they were highly beneficial, 25% indicated they were beneficial, and none of the teachers indicated that the field trips were of little benefit.

On May 7, 1973, the Career Orientation Coordinator, the Career Awareness Coordinator, and the Project Director, visited the Career Education Program at the Center for Vocational-Technical Education, Ohio State University in Columbus, Ohio.

On May 11, 1973, the Career Orientation Coordinator, the Career Awareness Coordinator, and the Job Placement Coordinator attended a conference program entitled "New Dimensions in Career Education" at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. This program was presented in cooperation with the Virginia State Advisory Council for Vocational Education.

The Career Orientation Coordinator and the Job Placement Officer made visits to almost all elementary and junior high schools in the county for the purpose of recruiting students for the summer vocational orientation program involving junior high school students. Oral presentations were made to student groups and adults in order to inform them of services offered at the Vocational-Technical Center. A total of 185 junior high school age students responded by officially enrolling the first week of summer school, beginning on June 13, 1973.

Two radio presentations were made in conjunction with the local radio stations public service program to inform interested parents and the general public of offerings of the summer vocational orientation program.

During the last two months of school, field trips were planned and coordinated to various career sites throughout the area for junior high students. Approximately 39 trips were made during this time involving approximately 1,170 students.

To plan for the expansion of the program throughout the remaining schools in the county, a half-day of in-service training was held for the principals of those schools. This orientation for principals was held on May 30, 1973. All the staff members made oral presentations to the principals to familiarize them with the various components of the program and with the materials, forms, units and other resources which were used during the current year.

Job Placement activity for the time period ending June 30, 1973, has shown much improvement over the corresponding period last year. Several factors have contributed to this improvement. Significant among these factors are: improvement in the general economic climate, wider acceptance of the program by business and industry, expanded student contact, and improved communication with the community. Employer initiated contact has increased at least tenfold. This was encouraged by a letter to each employer with enclosures describing number of student applicants, their skills, training and job interests. These may be found in Appendix W.

RESULTS AND ACCOMPLISHMENTS

The project staff was extremely well pleased with many of the results and accomplishments of the first year of operation and felt that many of them exceeded their expectations. The career education program was implemented in all schools in Town District during the first year of operation. Although involvement on the part of teachers was completely voluntary, over half of the teachers in the elementary, junior high and special education schools chose to participate. Data relative to the number of teachers and students in the elementary, junior high and special education schools who became involved in the career education activities may be found in Table 2.

Table No. 2

School	No. of Teachers	Teachers Involved	No. of Students	Students Involved
Secondary				
Beckley Jr.	31	13	697	510
Fayette St. (Special)	9	6	119	84
Park Jr.	43	30	1032	1005
Stratton Jr.	25	8	518	246
Sub-Totals	108	57 (52.78%)	2366	1845 (77.98%)
Elementary				
Bradley	12	7	318	216
Brooks Adair (Special)	4	4	41	41
Central	27	7	582	213
Cirtsville	3	3	74	74
Crab Orchard	14	11	343	320
Cranberry-Prosperity	16	14	413	413
Crescent	14	11	398	398
East Beckley (Special)	3	3	31	31
Glen White	6	5	146	104
Hollywood	8	5	223	151
Institute	14	10	331	267
Lincoln	13	11	321	286
Mabscott	17	11	482	368
Maxwell Hill	11	5	295	109
Piney Oaks	9	6	157	103
Piney View	11	10	323	312
Sylvia	13	12	390	363
Sub-Totals	195	135 (69.23%)	4868	3769 (77.42%)
Grand Totals	303	192 (63.37%)	7234	5614 (77.61%)

At the senior high level, the main emphasis was on the placement service and the cooperative work experience program; however, approximately fifteen teachers at the high school and all the teachers at the vocational-technical center participated in the program.

Eighty-four curriculum units were prepared and field tested during the first year of operation. Fifty-two of these were on the elementary level and thirty-two were on the secondary level. A wide variety of teaching techniques were demonstrated by teachers during the implementation of these units and a real effort was made to administer to the needs of all students, regardless of the level of intelligence or ability. Many multi-media materials were available to teachers from the career education office. These included filmstrips, books, films, cassettes, records, teaching picture prints, simulation games, teaching kits, money management kits, and occupational information kits. Other materials for hands-on activities included tool kits, corrugated paper, tempera paint, block printing set, modeling clay, papier mache, craft paper, poster paper, toy equipment, paint brushes, markers, lumber, glue, contact paper, plywood, nails, and construction paper. In addition, requests for special supplies and materials by individual teachers were honored whenever possible.

The field trip proved to be a most valuable aspect of the career education program and an excellent teaching technique. More than 300 field trips were taken and, in addition to the wealth of knowledge provided the students, they served as a link between the career education project and the local community. Data relative to the number of field trips taken and the number of students involved may be found in Table 3.

Table No. 3

	No. of Field Trips	No. of Students
Junior High	144	4176
Elementary	88	2898
Totals	332	7074

The Cooperative Work Experience Program also served as a strong link between the career education project and the local community. Many members of the Advisory Committee for Career Education became actively involved in this Cooperative Work Experience Program. The Cooperative Work Experience Program was started with the idea of involving approximately forty students just to prove that such an endeavor was feasible and of benefit to students. The idea spread among employers so rapidly that, as noted previously, one hundred fifty-three students became involved during this first year. This program alone accomplished a great deal to make education more relevant for these young people. Certificates of appreciation were presented to all cooperating agencies and employers.

The Daniels Vocational Assessment and Training Center, the program for the disadvantaged and dropout students, became operational as a direct outgrowth of the career education project. Finally this segment of the population was being given attention by the public school system. The Singer-Graflex Vocational Evaluation System which is utilized by this Center will also prove of great worth to the career education program for exploratory purposes and to the Raleigh County Vocational-Technical Center to aid in the selection of students for various programs.

The Placement Officer found wide acceptance and cooperation all through the year in his dealings with business and industry throughout the community. The response from these organizations has been very favorable and encouraging, not only to the placement service, but also to the other coordinators as they attempted to arrange field trips and secure resource persons. Placement activities have increased considerably this year over those of last year. This is due partly to experience gained by the Placement Officer through the year of work and several in-service activities in which he participated, but the prime reason for the increase has been the cooperative work experience program. Sixty-one of these one hundred and fifty-three students received permanent employment within one week after graduation as a direct result of the program.

The entire staff was well pleased throughout the year by the excellent newspaper publicity and coverage which was given to the project by both local newspapers. During the seventeen months of the project, there were one hundred and forty-five newspaper articles in these two papers and other publications.

One of the very successful accomplishments of the Career Education program was the in-service activity carried on throughout the project. Money was included in the funding for the beginning planning period, February 1, 1972-June 30, 1972, to provide stipends to 60 elementary and junior high school teachers. These stipends were used by the teachers to pay their tuition for a three-hour class from Marshall University, Huntington, West Virginia, entitled VTE-582, Career Development: Curriculum Development for Elementary and Secondary School Teachers. As a direct outcome of this class, each teacher wrote a curriculum unit to be used in Career Education. This course was offered during the second semester of the school year 1971-72. During June, after school was finished, a two-week Institute in Career Education was held for 37 additional teachers. This institute was funded with EPDA (Part F) money. These teachers also received stipends, prepared a curriculum unit, and received the three hours credit for VTE-582. One day of in-service training was held for all teachers in Town District schools shortly before the close of the school year. Two additional days of in-service training for all Town District teachers were held during the first week of the school term 1972-73.

During the school term, 1972-73, thirty-two teachers in the county enrolled in another course from Marshall University, VTE-579, Practicum in Career Development. This course involved the actual implementation of a curriculum unit developed previously by the teacher, with supervision provided by the University. The tuition for this particular class was paid by the teachers themselves.

As the project was implemented throughout the school year, it became apparent that the counselors in the secondary schools played a significant roll in this implementation. To further enhance the success of the project, four days of in-service training were planned for all counselors. These days were held on March 21 and 22, 1973 and April 18 and 19, 1973. Also in planning for the future, one-half day of in-service training was held for the principals serving in schools where the program will begin for the first time in 1973-74. This orientation for the principals was held on May 30, 1973.

Plans have been formulated for another two-week institute during August 1973 with funding again coming from EPDA (Part F) money. The equivalent of three days of in-service training are also being planned for the school year 1973-74 for all teachers who have not previously been involved in the project.

The differentiated staffing approach utilized in the guidance programs at the secondary level was instrumental in helping to further the goals and objectives of the career education program. The addition of the para-professional Guidance Supportive Personnel enabled the counselors to become more involved with the project, to assume a role of leadership in working with the other staff members, and to have more time to work with students.

Another result of the program which pleased the project staff was the widespread degree of community involvement. The general reaction from parents, many of whom became involved in classroom activities and assisted with field trips, was one of support and appreciation for the project. Resource persons from the community were most generous with their time and talents. Businesses and industries, almost without exception, cooperated fully with field trips, resources and cooperative work experience placements. The advisory committee was sincerely dedicated and interested in serving the needs of the schools and the project in an advisory capacity, and appreciated the opportunity to help provide the students in the schools with greater knowledge and broader options to choose from when deciding on careers.

EVALUATION OF THE PROJECT

A requirement of the original proposal was that a group of independent evaluators would function as a third party evaluator in relation to the project. This group is known as the Independent Educational Accomplishment Audit Group (IEAAG). The purpose of this group is to function as a management tool in assisting with quality control aspects of the program and to assess the effectiveness of each project component, as well as to evaluate the overall success of the total project. A sub-contract was issued to an independent agency which conducted its evaluation through an on-site visit on April 30, May 1 and 2, 1973. Data and descriptive information collected through internal evaluation activities were furnished to the third party evaluation group to complement their assessment efforts in determining project effectiveness.

A copy of this evaluation begins on the next page.

EVALUATION OF THE PROJECT

ASSESSMENT
of
CAREER EDUCATION PROJECT

RALEIGH COUNTY SCHOOLS
WEST VIRGINIA

SPRING 1973

ASSESSMENT CONDUCTED BY:

Joseph T. Nerden, Raleigh, N. C. (Chairman)
Rachel Cline, Caldwell County, N. C.
David R. Hill, Buffalo, N. Y.
Lucian Lombardi, Hartford, Conn.
Walter J. Raines, Charleston, S. C.

Research and Development Project
in Career Education

Project No. V261057L
Grant No. OEG-0-72-0774

Conducted Under
Part C of Public Law 90-576

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I. CAREER EDUCATION AND ITS THRUST IN THE PUBLIC SCHOOLS

During the last two decades, American education has undergone much change, due largely to increasing pressures brought upon the schools and school people, by the concerned elements of society. The changes have brought into focus such major thrusts as accountability, open schools, equal opportunity, differentiated staffing, occupational education and most recently Career Education. Much argument, philosophic debate, conjecture, support and of course opposition has been expressed about Career Education, its objectives and procedures. Verbal skirmishes at the local level, and pitched battles at state and national levels have neither helped to clarify the philosophy of Career Education, nor assisted in the efforts being made to assure successes in the many federally aided Career Education exemplary projects.

Conflicts between educational traditionalists and progressives regarding matters of philosophy and procedural policy have been numerous, and have resulted in doubts and subsequent obstructions to innovations in education, particularly those associated with Career Education. Career Education, as described here, appears to provide a rationale and a meeting ground for the philosophic extremists, and even some devices for seeking an accommodation between the two. Career Education has some impetus and rationale that hopefully may serve to pull educational fractions together, and to actually implement intrinsic doctrines. Following are statements of *premise*, and some of *fact*, that focus attention on Career Education:

PREMISE: Our society is, and should be, achievement *oriented*.

PREMISE: Development of the individual is our primary objective, but with that development best accomplished and measured through service to others and to society as a whole.

PREMISE: This nation was founded on a belief in the inherent worth of every individual. The fulfillment of the potential of every individual is the nation's historic mandate. (10, 2)

PREMISE: Man is more than a working machine; he is what he believes, what he thinks, and what he treasures. (5, 2)

PREMISE: The reason this nation has not established a society in which there is equal opportunity for all to work is because it hasn't been tried. (10, 15, 11)

PREMISE: We live in a technological society. It is important that every student master the skills by which he will be required to live. *Whether these skills are labeled academic or vocational is beside the point*. The essential need is that every student be equipped to live his life as a fulfilled human being. If he is to live his life with machines, he must know how to use and understand them. (3, 7)

FACT: The average adult male spends more time in pursuit of his working career than any other single activity. Increasing numbers of women combine the dual careers of homemaking and employee. (5, 2)

FACT: Nearly 2.5 million students leave formal education every year without adequate preparation for careers. In 1970-71, 850,000 elementary and secondary students dropped out; 750,000 general high school curriculum students did not attend college; 850,000 enrolled in college in 1967 and did not complete their programs. (3,4)

TOWARD A DEFINITION OF CAREER EDUCATION

The U. S. Office of Education has taken a responsible position for emphasis upon Career Education, and is the driving force behind its implementation. However, the U.S.O.E. has deliberately not attempted to define the term clearly, because it believes that it is the function of each of the states to develop its own definition, supported by an acceptable rationale. A most useful book which discusses this subject is, "Career Education, What It Is and How To Do It." (5) Two definitions from this book and also a listing of "concepts," as the principal points or goals of Career Education, are referred to here:

DEFINITION: A. Career Education is defined as the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual. (5, 1)

DEFINITION: B. Career Education is the total effort of the community to develop a personally satisfying succession of opportunities for service through work, paid or unpaid, extending throughout life. (5, 1)

The latter definition emphasizes the career aspect with the interesting comment about paid or unpaid. Former U. S. Commissioner of Education Sidney Marland made a statement to the effect "as the seventies progress, some young people who are not impressed with the economic advantages implicit in work, and who march to a different drumbeat than their father's, but who have a deep commitment to serve humanity, will also find value in a program of Career Education. If their function is to serve humanity, then they need basic and other survival level skills to help the less fortunate." (3, 2)

The first definition is concerned with the teaching of values by a concerted and amalgamated effort of the educational system. To reemphasize this point, it would appear that the total education system is at the brink where it must reorganize to avoid educational compartmentalization, and synthesize its efforts to produce the most efficient use of time and resources to achieve vastly changed goals, objectives, value systems and knowledges.

THE GOALS OF CAREER EDUCATION

GOAL I: Preparation for careers should be recognized as the achievement of the mutual attitudes of: work, human relations, skills, orientation to the nature of workaday world, exposure to alternate career choices, and actual job skills.

Career Education should be deeper than the physical aspects of work, and should be concerned with man's attitude towards work and his role in the community as a whole. To develop respect for the work ethic and its relationship to society should be an entry to the ultimate goals of education. Career Education advocates that ALL education (lifelong) be based upon the reality of the work ethic. Career Education should become a part of every learner's educational experience to give his concept of work a specific framework, within which the student may build his own competence model of life.

GOAL II: Every teacher in every course will emphasize the contributions that work-related subject matter can make to successful careers.

This goal and concept seeks to give meaning to all education, in relating content to the world of work. (5, 2) This should provide exciting opportunities for learners to build upon blocks of information that are not unfamiliar abstractions. Teachers should use occupational examples and illustrations to emphasize and make relevant the concepts and the principles of traditional subjects. (5, 7) Successful communication is often achieved by analogy, and that analogy should be directly related to actual experiences. Efforts should be made to acquaint teachers with real experiences in the work world, in order to give them fresh viewpoints and examples. By broadening their experiences and information teachers should be able to provide variety in the student's number of options for occupational choice by eliminating barriers, real or imagined. (3, 2, 11)

GOAL III: "Hands on" occupationally oriented experiences should be utilized whenever appropriate as a method to motivate students to learn abstract academic content.

In all grades, more projects which develop manipulative skills should be used to supplement subject matter; the use of common appliances, tools, machines, devices and other instruments relevant to the world of work should be utilized in order to help develop manipulative skills on a variety of levels, and to assist in bridging the "relevancy gap" between concept and practical utilization.

GOAL IV: Preparation for success in careers should be a key objective of all education.

BRIEF: One of the specific objectives of education should be preparation for a working career, a salable skill, an entry level skill, and an occupational commitment that has various degrees of flexibility. Within and without the school, all types of educational experience, curriculum and instruction should involve preparation for ultimate economic independence. (5, 2) It should be an understood goal of the school that each student should leave the public school system either with salable skills, or with more advanced academic skills if he is continuing his education in a technologically or academically oriented post-secondary institution. (5, 2)

GOAL V: Learning should not be reserved only for the classroom; the learning environment for Career Education should also be identified with the home, the community and the employing establishments.

The school should not be construed to be the only learning environment; the use of ALL the school facilities and those of the community is a must in Career Education. The classroom by virtue of its separation from the community can become a most sterile learning environment, useful for abstract concepts but with little opportunity to demonstrate real world applications. This goal suggests the active cooperation and positive involvement of private and public employers, labor organizations, management, government and others in providing guided learning experiences (5, 9). Also, parents must be helped to recognize the impact of their attitudes upon the personal value systems of their children. (10, 18)

GOAL VI: Beginning in early childhood and continuing throughout regular school years, Career Education should be of sufficient flexibility that youth may leave for experience and return to school for further education. Career Education should also include opportunity for upgrading and continued renewal for adult workers, as well as the productive use of leisure time in their retirement years. Career Education should seek to extend human horizons from birth throughout life.

This goal concerns the continuity of education, with the built-in provisions for leaving and returning to education throughout life, extension education for all, flexibility of school programming and scheduling, and articulation between educational institutions.

GOAL VII: The schools should continue to accept responsibility for the individual, after each has completed certificate or diploma requirements, or has even dropped out. While it may not maintain contact with each youth until he has his feet firmly on the next step of his career ladder, to help him modify his career ofjective if necessary, and to be available to help him prepare for a new career at any point in the future.

Intensive counseling and continued school responsibility for a student out of school, placement, follow-up and retraining, total accountability of the product of the educational system is the concern here. In most cases, the goal of Career Education is ultimate employment at some point in the life of every individual. However, the effective jointure of social and economic elements with the education system is a responsibility of society, if satisfactory outcomes are to be expected. This is even more important as a functional part of lifelong Career Education, when it is clear that for most students employment is an integral part of education. (2, 2) Hence, to achieve the major elements of the goal as indicated above, the secondary school should make intensive efforts to assist in the placement of students in full time or part time jobs. Such a method of implementation will depend largely upon the economic and cultural facilities of the area, and the extent to which the community as a whole recognizes its responsiblity to plan and organize to achieve the goal.

GOAL VIII: Career Education is a basic and pervasive approach to all education, but it does not conflict with other recognized educational objectives such as citizenship, culture, family responsiblity and basic education.

This goal is self-explanatory, and indicates that throughout all education the broad goals of Career Education can be affected. It should be noted, however, that certain advantages to all education accrue when meaningfulness is built into concept learning and attitude acquisitions through relating these to practical examples drawn from the world of work. Thus all education can be made Career Education, and all who participate can become beneficiaries. (5, 11)

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10. Career Preparation for Everyone, Vocational Guidance Quarterly, March, 1972.
11. American Vocational Journal, American Vocational Association, Washington, D. C. (All issues in 1972, 1973.)

II. THE STUDY TEAM

During the Fall of 1972 when plans were being made for the evaluation of the Career Education project scheduled to be carried out in early 1973, discussions in Beckley with the advisory committee indicated the extent to which committee members believed a combination of professional knowledge and practical educational experience should be sought for in study team members. Since the report of the evaluation to be made available in early June was viewed as a document which would identify strengths and limitations of the Career Education project, and also as the device for supplying recommendations for the further growth and improvement of the program, it was felt that practical experience in the field of public school teaching, supervision and/or administration should be reflected in the choice of study team members. Care was taken to follow the wishes of the advisory committee on these matters. The following annotated listing of team members shows the competencies and expertise of each, in relation to the major elements of the Raleigh County Career Education project.

*Mrs. Rachel Cline

Coordinator of Career Education in the Caldwell County (N.C.) Career Education Project. Many years as teacher and supervisor in the public schools, particularly in the grades through 9. Has expertise in elementary education, curriculum, and in effecting articulation between grades and within the subject matter areas of the respective grades.

*Mr. David R. Hill

Coordinator of Curriculum for the First Supervisory District, B.O.C.E.S. Buffalo, New York. Extensive experience in the field of guidance, curriculum organization and production, long range planning of education, and student personnel services. Candidate for doctoral degree at North Carolina State University in 1973, in the field of administration of occupational education.

*Mr. Walter Raines

Doctoral candidate in occupational educational administration at North Carolina State University (1973). Former member of the state supervisory staff of the Virginia State Department of Education. Presently Associate Director of Technical Education Center, Charleston, S.C. Has been extensively involved in educational planning and organization at both state and local levels. Long experience in private business, public school teaching, and particularly in planning, organizing, teaching and supervising distributive education.

*Mr. Lucian Lombardi

Connecticut State Director of Technical Colleges. Many years of experience as a building contractor and engineer. Followed by local teaching supervision and administration of an area vocational school, and by state supervision and administration of a system of Technical Colleges. Has been involved extensively in matters of articulation vertically between levels of education, and horizontally in effecting career relevance in subject matter.

Dr. Joseph T. Nerden (Chairman)

Professor, School of Education, N. C. State University, since 1964. Long experience in teaching, supervision and administration of public education. Former State Director of Vocational and Technical education, and member of Connecticut State Department of Education, 1941-1964.

III. METHODS AND PROCEDURES IN ASSESSING CAREER EDUCATION PROGRAM

During the three day period on-site, the team of evaluators obtained data and information concerning all aspects of the Career Education project, relating to personnel involved, school-community activities and support, learning activities and projects, curriculum units and materials, teacher attitudes, and many other factors. These data were readily available, since planning many months earlier had identified sources from which data should be requested, in addition to that contained in the excellent quarterly reports. To facilitate the activity, suggested instruments developed for other Career Education projects were provided the administration in Raleigh County; these were duplicated and distributed on a limited basis. Thus, information and data obtained by the Raleigh County Career Education staff on a pre-basis and augmented by comparative information and data obtained 9 months later. Such information as was obtained and summarized by the staff derived from students, teachers, administrators, coordinators, parents, lay citizens and others. In a sense, much of the data represented data obtained from the quarterly reports plus recorded attitudes of individuals concerning the values in Career Education activities as provided in Raleigh County. Other aspects of the data obtained from the records in the staff offices provided significant information on changes that had occurred during the year of program operation. The project director and staff were responsible during the year for the assembly of data and summarizations after having first taken the suggested instruments and modified them for the unique purposes of the Raleigh County schools. Study team members reviewed the results, and on the basis of study and analysis produced conclusions and recommendations that appear throughout the body of this report, but only after corroboration during conferences with knowledgeable and responsible Career Education personnel in Raleigh County.

Several other major sources of valid data were also tapped, and these data when added to the total, either reinforced or modified the results, conclusions and/or recommendations obtained from the data and information provided the study team by the staff. Major sources of data included teacher groups, classes of students, parent groups, employer groups, occupational education personnel, Employment Security Agency personnel, and workers in the community. Interviews with groups and individuals such as the foregoing provided opportunities to explore and determine in depth some of the Career Education aspects related to school-community understandings and attitudes related to Career Education, relevance of the education program to the world of work, aspirations of parents for their children, school recognition of changing societal technological forces, and suggested activities to further develop and improve Career Education in Raleigh County.

In the early discussions in Beckley during 1972, it had been recognized that the exemplary aspects of Career Education could not result in evaluation procedures and instruments that could objectively predict, assess or measure specific areas of Career awareness, Career exploration or Career development. Hence, the decision was made to plan the evaluation of the county project around such information as might be obtained from suggested instruments, from subjective information obtainable from interviews with as many individuals and groups as was possible in three on-site days, and from observable learning activities. It was agreed that the evaluation that would be of most value to Raleigh County would place relatively little emphasis upon statistical analyses of assembled data, but would provide an extensive narrative report of all aspects of the Career Education project, accompanied by suggested procedures, activities and modifications of the project that had some possibility of further improving Career Education in the Raleigh County schools. Further, it was recognized that the evaluation report could have very complimentary effects within the community, if it could be easily read and digested by the people whose support of Career Education needed to be maintained and stimulated. Thus, no attempt was made to assemble data specifically for the purpose of making statistical analyses and determining levels of significance, since it was agreed that a report so constructed would limit the intent of the county administration to produce an evaluation document which would contain valued suggestions for school personnel and information for the lay public.

With the assembly of the data, the varied competencies and expertise of study team members was brought to bear upon the analyses and recommendations calculated to maintain and further improve the Career Education program. On the third day of the on-site visitation, an initial draft of the major findings and recommendations was prepared, with particular attention given to those steps, activities, organizational modifications and curriculum changes that were feasible for the Career Education staff and the county educational administration to consider. The draft of these matters was presented to the project staff, and opportunities provided for corroboration, modification and discussion. Then, since general agreement appeared to prevail regarding the major findings and recommendations, the complete evaluation report was prepared by the team of evaluators during the three weeks following the on-site visit.

The final document concerning the evaluation of the first full year of the Career Education project was delivered to the Beckley office of the project by the stipulated May 31, 1973 date.

IV. FINDINGS AND OBSERVATIONS

A. GENERAL INFORMATION AND COMMENTS

The Career Education project in Raleigh County was inaugurated under the Part "C" section of the federal legislation which provided for exemplary projects. The full scope of the project intended that eventually all schools and all students in Raleigh County would become involved in the Career Education project; however, for the first year of the project it was anticipated that the elementary schools and junior high schools in "Town District" would be the major target areas, with some beginning activities planned for the high schools. In general, the targets for the project were realized and in several aspects were exceeded.

The project site included all schools in Town District, Raleigh County, consisting of Woodrow Wilson High School, three junior high schools, fifteen elementary schools, one ungraded special education secondary, and two ungraded special education elementary schools.

Raleigh County is divided into seven magisterial districts. Town District, which constitutes the service area of Woodrow Wilson High School, includes within its boundary the city of Beckley and has a total population of 44,088. Minority groups compose approximately 13 percent of the total population of Town District. Approximately 15 percent of the population can be classified as socio-economically disadvantaged.

The county school population is in excess of 17,000 students in grades K-12. The career education project will ultimately involve 9,000 students in grades K-12 who are currently enrolled in schools located in Town District. Data relating to the number of teachers, students, counselors and administrators in project schools follows.

TABLE 1
PROJECT SCHOOL DATA (TOWN DISTRICT) 1971

Schools	Grades	No. Pupils	No. Teachers	No. Counselors	No. Principals
Woodrow Wilson High	10-12	1988	87	4	3
Beckley Junior High	7-9	748	33	1	1
Park Junior High	7-9	1074	44	2	1
Stratton Junior High	7-9	520	26	1	1
Bradley Elementary	K-6	294	12	0	1
Central Elementary	K-6	638	24	0	1
Cirtsville Elementary	1-6	74	3	0	1
Crab Orchard Elementary	K-6	356	14	0	1
Cranberry-Prosperity Elementary	K-6	408	16	0	1
Crescent Elementary	1-6	328	13	0	1
Glen White Elementary	1-6	139	5	0	1
Hollywood Elementary	K-6	214	8	0	1
Institute Elementary	1-6	328	13	0	1
Lincoln Elementary	K-6	316	13	0	1
Mabscott Elementary	K-6	452	16	0	1
Maxwell Hill Elementary	K-6	272	11	0	1
Piney Oaks Elementary	K-6	183	9	3/5	1
Piney View Elementary	K-6	291	10	2/5	1
Sylvia Elementary	K-6	408	13	0	1
Brooks Adair Special Ed.	Ungraded Elem.	38	3	0	Teaching Prin.
East Beckley Special Ed.	Ungraded Elem.	30	2	0	Teaching Prin.
Fayette Street Special Ed.	Ungraded Sec.	114	10	0	1
TOTAL		9213	385	9	22

The major industry in Raleigh County is mining. Wholesale and retail trade, government, and service industries provide sizeable additional employment opportunities. In 1970 the county work force totaled 20,170 of which 1,350 or 6.5 percent were unemployed.

The Raleigh County School System has, for sometime, provided rather extensive vocational education programs at the secondary level as well as post-secondary programs in practical nursing and broadcasting technology. Programs provided at the Raleigh County Vocational-Technical Center in Beckley are available to students enrolled in high schools throughout the county. Additional programs in distributive education and office education are located at Woodrow Wilson High School. Currently, 246 students from Woodrow Wilson High School are enrolled in programs located at the Vocational-Technical Center and over 250 students are enrolled in vocational programs located within the high school.

After careful consideration and assessment of present curricular offerings it was decided that the project would focus upon:

(a) A career awareness program in grades K-6 designed to create awareness on the part of students regarding the many options available to them in the world of work.

(b) A career orientation program in grades 7-9 designed to give students a knowledge of characteristics of specific clusters of occupations within a broad spectrum of occupational families and to assist them in the analysis of occupational information for decision making.

(c) Improvement of guidance and counseling services at all levels, including the development of an elementary guidance program in one additional elementary school and increasing services and activities of junior high and high school guidance programs through the addition of paraprofessionals, and

(d) The development of a placement service to provide for placement of all students leaving the educational system in either a job, a post-secondary occupational preparation program or a baccalaureate education program.

A description of the scope of activities undertaken within each project component and the administrative design of the proposed project follows:

K-6 Career Awareness Component

In order to implement this component of the project a Career Awareness Coordinator (CAC) was employed beginning January 1, 1972. The CAC was responsible for coordinating the development of the career awareness component in grades K-6. Initially the CAC conducted an extensive review of literature relating to career development activities at the elementary level by securing various materials and reports relating to proven methods, techniques and teaching materials for incorporating career awareness concepts into the curriculum. The CAC worked with teacher committees in grades K-6 to determine recommended revisions to the elementary school curriculum in order to incorporate career awareness activities, thus restructuring the curriculum around a career development theme.

This committee of teachers worked on a part-time basis during the Spring of 1972 and spent two weeks on a full time basis during the month of June, 1972 in designing the program. Teachers involved in committee work demonstrated techniques and teaching materials, which relate to and incorporate career development concepts, in their respective classrooms. During the 1972-73 school year the career awareness program was initiated in elementary schools in Town District. During the first year of operation particular attention was paid to pre-and post-treatment assessment in order to determine appropriate revisions for incorporation into the program the following year.

All elementary teachers in the project participated in a one day career development workshop in the Spring of 1972. An in-service workshop was conducted just prior to the beginning of school in August, 1972. These workshops were designed to focus upon the identification of changes needed in present curriculum and selection and utilization of teaching resources to implement recommended curriculum modifications.

7-9 Career Orientation Component

The junior high schools were selected for the development of a model career orientation program. Emphasis was on group guidance activities providing opportunities for students to participate in either simulated or direct work experiences, and other similar activities designed to increase their knowledge of the labor market, various work conditions and work environments, educational and skill level requirements of various jobs, job benefits and other occupation information. Effort was devoted to the development of a program utilizing teachers, parents, curriculum and community resources for the purpose of promoting career development concepts.

Guidance and Counseling Component

Schools within the project site presently had counselors at the senior high school level, at the junior high school level and one elementary counselor.

Paraprofessionals were employed and placed within the schools. A pre-service program designed for paraprofessionals and an in-service program for counselors was provided. During these programs strategies were developed to incorporate the guidance component as an integral part of the total career education project. Special emphasis was placed on the utilization of group guidance techniques; involvement of parents and teachers in the guidance program; and establishing linkages with outside agencies such as Employment Security, Department of Welfare, Department of Vocational Rehabilitation and other similar agencies. Additional in-service topics related to other areas such as manpower economics and development of work adjustment skills.

Emphasis was placed on the planning and the development of a K-12 guidance program based on student needs. The guidance program incorporated the systems approach, allowing the establishment of guidance objectives and subsequent identification and assignment of priorities to achieve these objectives. An additional area of emphasis was that of developing the differentiated staffing pattern by the addition of paraprofessional support personnel.

Personnel from the Guidance Division of the State Department of Education and consultative personnel assisted with the in-service training and implementation of the career guidance aspects of the program.

Placement Component

A job placement service was established to serve as an extension of the guidance program. The placement officer worked between Woodrow Wilson High School, the Raleigh County Vocational-Technical Center and business and industry in the area, in order to place students in full- and part-time jobs. He also disseminated information relative to current job openings and conducted follow-up studies. Area employers were contacted to determine their needs for students who desired part-time employment opportunities for school dropouts and graduates. The placement officer coordinated his efforts with the Department of Employment Security and other manpower agencies in the area. A placement plan was developed for implementation during the initial year of the project. Experiences gained during the first year provided a basis for placement plan revision. The placement officer coordinated his efforts with those of guidance counselors in the project schools. He served as the linking agent between the school and the business and industrial community.

Project Administration

This project was designed as a federal/state/local project, allowing for management inputs from each of these levels. This partnership approach in project design and implementation included the use of:

(a) A Management Support Group (MSG), which assisted throughout project formulation and implementation. The MSG provided program planning and technical assistance in the management of the project of the MSG.

(b) A Consultative Support Group (CSG), whose members were selected on the basis of their expertise in relation to one or more project components. These persons assisted in project formulation and implementation in an advisory capacity and assisted with various in-service training activities initiated throughout the project.

(c) An independent Educational Accomplishment Audit Group (IEAAG), which functioned as the third party evaluator in relation to the project. The IEAAG functioned as a management tool in assisting with quality control aspects of the program. It assessed the effectiveness of each project component, as well as evaluated the overall success of the total project.

The Project Director was (and is) Miss Mary Louise Klaus, Supervisor of Guidance in the Raleigh County Schools. Miss Klaus was assisted in the Career Education project by a staff of three professionals which included personnel responsible for elementary education, guidance in the junior high schools and high schools, and placement activities including cooperative education in the high schools.

Throughout the administration of the project the necessary fiscal control and fund accounting procedures were maintained to insure proper disbursement and accounting of funds allocated to the project.

In addition, in accordance with regulations, complete and detailed quarterly reports were produced and filed with appropriate local, state and federal agencies, covering all activities related to the Career Education project.

Table 1 indicates the total schools and enrollments that were expected (in 1971) to become involved in the Career Education project. However, an actual count of schools, teachers and students was made in January, 1973 and these data are shown in the following tables.

TABLE 2. ELEMENTARY EDUCATION SCHOOL INVOLVEMENT AS OF JANUARY 30, 1973

SCHOOLS	TOTAL STAFF	PARTICIPATING TEACHERS	TOTAL STUDENTS	STUDENTS PARTICIPATING
1. Bradley	13	7	318	185
2. Brooks Adair	4	2	41	24
3. Central	26	5	582	160
4. Cirtsville	4	2	74	42
5. Crab Orchard	15	8	343	209
6. Cranberry	17	11	413	311
7. Crescent	15	13	401	401
8. East Beckley	3	1	31	10
9. Glen White	7	7	146	137
10. Hollywood	9	3	223	90
11. Institute	15	10	331	251
12. Lincoln	14	8	321	200
13. Mabscott	17	5	482	137
14. Maxwell Hill	12	2	295	51
15. Piney Oaks	10	6	157	92
16. Piney View	12	4	323	120
17. Sylvia	14	10	390	278
ELEMENTARY TOTAL	207	104	4273	2472

TABLE 3. JUNIOR HIGH SCHOOL EDUCATION SCHOOL INVOLVEMENT AS OF JANUARY 30, 1973

SCHOOLS	TOTAL STAFF	PARTICIPATING TEACHERS	TOTAL STUDENTS	PARTICIPATING APPROXIMATED
Beckley Jr.	32	12	700	550
Stratton Jr.	26	6	520	200
Park Jr.	46	25	1100	850
Fayette Street	9	8	189	100
JR. HIGH TOTAL	113*	51	2518	1700

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*Includes Guidance Personnel, Librarians, Assistants, Principals, etc.

TABLE 4. SENIOR HIGH SCHOOL EDUCATION SUMMARY OF CLASSROOM ACTIVITY - CAREER EDUCATION - WOODROW WILSON HIGH SCHOOL

Although project plans did not include unit teaching and organized teacher involvement, a few teachers planned and implemented career activities in their classrooms. Such activity is summarized below.

		Teacher Indication of Pupil Interest			Teacher Indication of Future Activity	
Number Teachers	Number Pupils	High	Ave.	Low	Yes	No
7	747	5	2	0	7	0

In May of 1973, an assessment of interest and activities was made in the elementary schools. The results are shown in the following table.

TABLE 5. ELEMENTARY SCHOOLS
CAREER AWARENESS INVENTORY EVALUATION

SCHOOL	STUDENT INTEREST			FUTURE CAREER ACTIVITIES		NO. OF FIELD TRIPS	FIELD TRIPS		
	High	Ave.	Low	Yes	No		Highly Beneficial	Beneficial	Little Benefit
Bradley	4	3		6		6	6		
Brooks Adair (Sp. Ed.)	3	1		4		4		4	
Central	4	1		6		4	3	1	
Cirtsville		2		1		0			
Crab Orchard	7	3		8		4	3	1	
Cranberry-Properity	11	3		14		6	6		
Crescent	10	1		10		10	9	1	
East Beckley (Sp. Ed.)	2	1		3		2	2		
Glen White	5			5		5	4	1	
Hollywood	3	1		4		5	4	1	
Institute	5	2		7		5	4	1	
Lincoln	7	4		9	2	6	5	1	
Mabscott	6	5		11		7	4	3	
Maxwell Hill	2	1		3		3	2	1	
Piney Oaks	5	1		6		3	3		
Piney View	4	6		8		5	1	4	
Sylvia	10	2		11		4	3	1	
TOTAL	88	37		116	2	79	59	20	
Percents	70.4	29.6		98.31	1.69		74.68	25.32	

GENERAL COMMENTS

1. The attitude of the Administration in Raleigh County was highly commendable in connection with its decision to continue the Career Education program in the county, when the eventual withholding or stoppage of federal funds occurs. This decision illustrated the extent to which the Administration was convinced of the value of Career Education, and the steps it would plan to take to perpetuate the quality values of Career Education in the county schools.

2. The Advisory Committee was a very energetic group of individuals, most of whom were receptive to the reports supplied to it by the Career Education staff. Many of them on occasion make suggestions to improve the program of Career Education, and reflect the interest of the many community aspects. However, most of the members of the Advisory Committee were vocationally oriented, and were concerned with the cooperative program and the placement of individuals who had enrolled in occupational cooperative education. There appeared to be need to obtain more advice from membership on the Advisory Committee concerning the lower and middle grades, and particularly with reference to available resource speakers, field trips, "hands on" experiences and activities. Some thought should be given to the expansion of the Advisory Committee to effect these suggestions.

3. One of the notable qualities of the Career Education program was its attention to youth and adults at many levels. At the Daniels Center, considerable effort was being placed upon drop-outs from school, and the provision of Career Education opportunities to acquaint these individuals with the job requirements and the conditions needed for employment. Also, many adults were being served in the Daniels Center, and there will undoubtedly be a continuing need for Career Education on this level.

4. Career Education appeared to be extremely close to the teachers, students, and school administration. However, there was the question that public enthusiasm and support for Career Education were not being extensively tapped. It appeared that it would be to the advantage of the Career Education Project to develop ways and means of funneling information from the county and city into the Career Education headquarters. Information of this type would have a considerable effect upon program planning and certainly upon the support which the general tax-paying public might supply to the Career Education program in the years to come.

5. In the school year 1973-74, much effort will be placed upon the expansion of the Career Education program in the high schools. Early indications revealed that many of the high school teachers had shown a reluctance to be included in Career Education activities. It would be of considerable value to the Career Education project to determine at an early date what the causes are for high school teacher reluctance, in order that steps may be taken to administer to the cause of the problem, before it becomes one of considerable magnitude.

6. For the next school year, there is a certainty that approximately $12,500 will be taken away from the originally planned for $100,000 needed by the Career Education project. This twelve and one half percent cut in operating funds will occasion some problems, and will call for considerable ingenuity in planning and in operations. The Career Education project staff was concerned with providing widespread Career Education activities, information, exploration, and other such activities, with a twelve and one half percent cut in the annual budget. Discussions with the administrators indicated that they expect to call upon community elements, and use their ingenuity to surmount this rather difficult problem, in order that youth and adults not be denied the values of appropriate Career Education. As an indication of the steps currently under consideration, some thought was being given to spreading the services of the paraprofessionals in the guidance program over a much larger base. This would allow the program to grow as it was anticipated when the project was approved, but would mean that the para-professionals would not be able to render quite as much service in any one school in the future. The para-professionals were considered to be extremely necessary in the Career Education program, and every effort will be made to retain them, but to spread their work activity over twice as many schools. Some thought will also be given to the induction of interns from the local community college, where teacher aides are being prepared. This might provide paraprofessional services at considerably less cost, while providing internship experiences to the teacher aides.

7. It was stated at a meeting with the Advisory Committee that the community had a very vital stake in the conduct and future of Career Education. Suggestions were made and further consideration will be given to wide-spread community involvement in the matter of instructional materials. It was believed that many elements of the community would appreciate the opportunity to cooperate with the Career Education project in matters such as the location of appropriate teaching materials, the development of project materials, and even the production of materials and devices needed in Career Education projects.

8. Throughout the school system there was expressed the conviction that Career Education to be a success required the active participation of all teachers, supervisors, and administrators. Serious consideration should be given to the establishment of an internal advisory committee, as contrasted with the presently operating general advisory committee now rendering service to the Career Education project. The internal advisory committee should have membership drawn from the teaching staff, counselors, principals, and others who should be concerned with Career Education. Students also might be considered for membership on the internal advisory committee. Such a committee would be concerned with such problems as logistics and curriculum materials, areas not generally the concern of the external advisory committee.

9. One of the very successful aspects of the Career Education program was the in-service education activity carried on during the year. In a cooperative effort with Marshall University, several workshops were conducted, out of which came 90 different units of instruction, with a wide range of demonstration materials. Each of the teachers who engaged

in the in-service education program produced a unit of instruction, and these were subsequently reproduced for other schools. A slide presentation was prepared by the central staff to record the details of the instructional units. All of the units were reproduced in sufficient quantity for other schools to utilize in their respective classroom instruction.

10. A number of excellent units of instruction dealing with the broad field of Career awareness and Career exploration were in evidence in the schools. These included an extensive unit constructed and used by the students to provide information concerning the broadcast industry. Others included a unit having to do with stocks and bonds and the entire investment field, following which students organized a corporation on their own and conducted a business throughout the school year. Health services was the subject of another unit of Career Education orientation, and students covered a great many of the occupations normally associated with the allied health field. As indicated earlier, over 90 such units were developed, and associated materials constructed to make the information appealing and motivating to the students in the elementary schools. Much original teacher and student thought and ingenuity went into the units; the teachers displayed much satisfaction with the results in terms of student learnings.

11. Some attempts were being made to coordinate the efforts of industrial arts, home economics and vocational education, in order that the Career Education program in the upper grades and in the junior high schools can achieve expected general education outcomes, yet articulate along a continuum the expectations for Career Education. As an example of this, students in the upper middle grades built a small model house, and were helped in matters of wiring and by instructors drawn from the vocational technical center. To augment all of the foregoing, the power company also supplied a resource person who demonstrated how power would be brought to the home and supplied by a large utility.

12. A wide variety of teaching techniques were demonstrated by teachers. Also, their involvement in the development of guidelines for teacher participation in Career Education projects showed up in many ways. For examples, role playing by the students, guided by the teacher provided much interesting and valuable information for all of the participants in the grade schools. Teachers showed their competencies for making wide-spread use of many different teaching methods and techniques, in an effort to bring Career information to the students.

13. Another important aspect of the Career Education project was the extent to which it had reached the educables and the trainables. While this was not the major thrust of the Career Education program, it illustrated the steps that had been taken to administer to the needs of as many different levels of intelligence, and all of the children of all of the people. This particular aspect of the Career Education program was considered to be highly commendable. Unfortunately, the possibilities for employment of the students were not as promising at the time of the visitation, as they might eventually become.

B. THE ADMINISTRATION OF THE PROGRAM

CITY ADMINISTRATION

The Research and Development Project in Career Education is being conducted by the Raleigh County Board of Education, Beckley, West Virginia, under the direction of Miss Mary Louise Klaus, Project Director. The administrative staff providing leadership and support for the project is also composed of the County Superintendent, two assistant superintendents, a secondary supervisor, an elementary supervisor and the director of vocational education. The administrative and supervisory staff also included a job placement officer, a career orientation coordinator, a career awareness coordinator and a testing coordinator which report directly to the project director.

As a result of interviews with each of the members of the administrative staff, reviews of the quarterly reports, the budget and many activities conducted by the administrative staff, it was apparent that the research and development project was under the direction of a competent and dedicated staff. Examples of career projects which illustrate close cooperation and coordination by the administrative staff was evidenced by 42 field trips requiring bus transportation, the establishment of a cooperative work program for disadvantaged ninth graders, the establishment of the cooperative program for seniors and in-service programs involving a number of schools, teachers, principals and counselors. All of these projects required input, advice and in most cases, approval and acceptance on the part of every administrator on the central administrative staff.

Other projects which stand out as examples of close cooperation of central administration were: the one day in-service program planned and conducted for all the city teachers, and the visit to the Career Education Project operating in Cobb County, Georgia, by approximately sixteen representatives, including principals, from Raleigh County. Interviews conducted with several elementary principals and teachers reveal that the administration was indeed providing adequate support by making available suitable equipment, teaching materials, transportation and proper supervision, which in itself was one of the most appreciated services.

CLIMATE AND ATTITUDES

The Career Education Project is operating in a climate conducive to success. The project director provided the leadership that has produced an attitude of cooperation from the central administration staff through the principals, teachers and was definitely reflected in the attitudes of the students, parents and the business and industry community. It was evident that all staff members were committed to carrying out their functions to a successful end and it was apparent that the staff recognized the need for good rapport and support with every person involved or affected by a project activity. It was also evident that the project director and staff recognized the scope of the project and has made amazing progress for the first year operation. The staff seemed very pleased with their overall progress and effectiveness of Career Education in the Raleigh County Schools. The meeting with the general advisory committee and individual visits to local business, teachers and a meeting with parents, supplied further evidence that the Career Education concept and the project was fully accepted. In most cases the individuals expressed gratification for the changes brought about by the Career Education Project. In general, the climate and attitudes reflected general acceptance of the Career Education Program by all individuals involved.

PERCEPTIONS HELD BY THE ADMINISTRATORS

Interviews conducted with the county level of administration revealed that all the administrators have accepted the concept of Career Education and were interested in working toward the successful attainment of the objectives of the Career Education Project within the scope of the national movement. In general, the administrators understood the need for broadening the awareness program at the elementary level, the exploration program at the junior high school level, and to broaden the opportunity for specific preparation at the secondary level. Interviews with the administrative staff indicated a need to increase the amount of in-service activity to bring about an increased involvement of more teachers in the Career Education Project. In addition, some of the administrators indicated that additional in-service programs would bring about a closer or more cooperative working relationship between the academic and the vocational education offerings. Specifically, the administrators recognized the need for providing education that would provide many more options for high school graduates to enter the world of work or to continue their education.

SUPERVISION PROVIDED, QUALITY

The overall responsibility for supervision and administration of the Career Education Project was the responsibility of the project director. Each staff member was assigned specific responsibilities and it appeared that they were also given the freedom to develop their own plan of supervision and operation. The job placement officer, for instance, had assumed the responsibility to develop the cooperative education program at the senior level. In carrying out this activity the job placement officer was responsible for the placement coordination and follow-up of each of the cooperative students. He worked with the employers, provided the supervision for the on-job phase of the program, and worked with the school administrators in scheduling the cooperative students. In addition, the job placement officer maintained effective liaison with the business and industry community and the advisory committees. The career orientation coordinator worked directly with the guidance counselors at the senior high school and jr. high school level. In this function he provided the leadership in disseminating career information, materials, arranged counseling with students and worked directly with the students involved in the cooperative education projects. He also made active contact with parents and business leaders in the community. The career awareness coordinator was responsible for working with the teachers involved in the Career Education Project. Supervisory visits were not only direct with the teachers, but also included contacts with the principals and the elementary supervisor at the central administration level. Discussions with teachers, administrators and counselors indicated that effective supervision was being provided by the project staff. There was some indication, from the standpoint of central staff administration, that interstaff communications could be improved, however.

FACILITIES, EQUIPMENT, MATERIALS

The Career Education Project was being operated as a part of the total education program in Beckley City Schools. As a result, regular facilities, such as classrooms, laboratories, shops, etc., were utilized. A separate facility was required for the special project involving out-of-school youth. This project was housed in a phased out elementary school. In general, the interviews with the teachers indicated there was an adequate supply of equipment and materials available. These materials, such as film strips, curriculum materials and equipment were disseminated from the central office on request. A separate area in the central administration building was provided for the project staff and it appeared that the staff was very pleased with the facilities and space allocated for their use. The elementary school, and the vocational technical center school appeared to be inadequate to meet the demands placed on them. However, the school board administration was taking steps to introduce a bond referendum to the people of the county for sufficient funding to build new elementary schools and a new vocational technical education center.

The administration had provided the resources necessary to produce 90 different career awareness units for the use of the elementary teachers during this year. These materials were produced locally by the teachers in the extension program conducted by Marshall University.

FINANCING

A review of the budget and discussions with the superintendent and project director resulted in the impression that the funding for the project was adequate for the first year. There was a good balance of financial support from the federal, state and local level. It is worthy to note that the local participation in funding amounted to 33% of the total allocation to the project. This compared to 5 1/2% state funds and 61% federal funding. Further evidence of the administrative commitment to provide the necessary resources is the provision for two school buses for use on field trips. The local administration also made arrangements for drivers of these buses. The review of the budget revealed an equitable breakdown in line items in the budget. Adequate funds were available for materials such as audiovisual supplies and consumable materials. It appeared that a projected cut in next year's federal allocation to the project may require careful planning and effort on the part of the local administration if they are to operate the program at the current level of efficiency. The reduction in funds may result in the reducing of the number of teacher aides that was projected in next year's budget.

LONG RANGE-SHORT RANGE PLANS

The project director and other administrators indicated that steps were taken to initiate short range and long range plans which would result in the Career Education concept being infused into the total curriculum of all the city and county schools in the Raleigh County

School District. The superintendent indicated that definite plans were being made to absorb the current project staff into the central administrative unit, and the project staff would be supported with local and state funds upon completion of the present project. The project staff would then be working directly under the assistant superintendent for elementary and secondary programs as resource people for Career Education. Their major roles in this capacity would be to coordinate the program and disseminate the necessary resource materials to the teachers within the school system. The immediate or short range plan shows the intention to expand the present offerings of Career Education on a county wide basis beginning in September of this year. Several activities have been planned to implement the expansion. Some examples of the activities planned are a two week county wide in-service workshop offered during the summer for teachers at elementary and secondary levels. In-service training will also be conducted for the principals of the elementary and secondary schools. In addition, several days for in-service training will be built into the regular school calendar during the next school year.

ADVISORY COMMITTEE REACTIONS

The study team met with the general advisory committee for the Career Education Project. During this meeting, team members had the opportunity to talk individually and in small groups with the members of the general advisory committee. There was a general discussion which presented the evaluation team the opportunity to gain an insight into the views and understanding of the total committee. It appears that the advisory committee was sincerely dedicated and interested in serving the needs of the school in an advisory capacity. It also appeared that the advisory committees main area of interest was at the secondary level and particularly with the cooperative education program. This could have resulted from the fact that most of the representatives of the committee were involved in the cooperative education program. It appeared that the advisory committee did not fully understand the total concept of Career Education; however, they indicated their willingness to deal with the specific problems that might arise in the total program. The makeup of the advisory committee, by being limited to the participants in the cooperative education program, was not completely representative of the entire community. There was an absence of parents with children in the elementary and junior high school program on the committee. The general reaction of the advisory committee to the project was one of acceptance and appreciation for the opportunity to work with the school in initiating a program which would provide the youth in the schools broader options to choose from when deciding on careers. It also appeared that there was a limited relationship between the vocational technical center advisory committee and the Career Education advisory committee. In summary, the advisory committee as it was functioning appeared ready to take on more responsibility in an effort to provide a relevant education for the youth in the community.

PARENT REACTIONS

Approximately 30 parents of students involved in the Career Educations at all levels were invited to a general meeting with the evaluation team. The general reaction from the parents was one of support and appreciation for the Career Education Project. Some concern was expressed by a few parents about the direction of the program; however, this was interpreted primarily as an indication for the need to increase the effort in the public information aspect of the program to bring about a better understanding of the aims and objectives of Career Education. Many parents were elated at the change in their children as a result of the Career Education Project at all levels of the education program. For instance, one parent reported that her son was ready to drop out of school and, in fact, had made a commitment to join the Army. He was in his senior year and a counselor involved in the Career Education Project discussed the opportunities offered in the cooperative program. As a result of the young man being enrolled in the cooperative program, the young man, after the first week, showed a marked change in his attitude, appearance, and interest in the position in which he was employed on a part-time basis. Follow-up on this particular young man, by way of a discussion with his employer, established the fact that he had indeed changed his whole outlook on education and was now dedicated to pursuing a dental laboratory technician career. Other parents cited examples of the program providing motivation or change in the students involved. Many of the parents viewed the Career Education as a real opportunity for their youngsters since it was providing them with the many options to select realistic career objectives. The parents indicated that many of the projects at elementary level revitalized the interest of their children in school.

REACTIONS OF TEACHERS, PRINCIPALS AND OTHERS

Contacts were made with all teachers and principals involved in the Career Education Project. The evaluation team reached the conclusion that the level of enthusiasm on the part of the teachers, students and principals was an outstanding feature of the Career Education Project. This enthusiasm was reflected in a visit or discussion with principals or teachers involved in the Career Education Project. They seemed dedicated to making the program work. The teachers involved in the Career Education Project was on a voluntary basis and the changes that were brought about through the program by these teachers may have laid the foundation for acceptance of the program by many other teachers. The 90 teachers involved in the in-service education program conducted by Marshall University attests to the fact that the teachers in the city were committed to upgrading themselves to the point that they would be successful in implementing the Career Education Project. The interviews with the principals revealed that they were pleased with the results of the project and that they were providing support for those teachers involved. The visit of the principals to the Cobb County Georgia Career Education Project again attests to the willingness to embrace change within their schools. In all cases the principals were very cooperative and very eager to show and discuss the results which have taken place as a result of the implementation of the Career Education Project.

REACTIONS OF EMPLOYERS AND LAY CITIZENS

Interviews were conducted with many of the employers of the cooperative students, representatives of the Chamber of Commerce and other citizens. In all cases, the reaction was one of approval for the project as they understood it. The support of the employers was quite evident by their participation as employers to the students, resource people in the classes, and their participation as field trip sites for students from all the schools in the city. In fact, many of the employers expressed a desire for the program to be expanded to include many more options for the students. Generally the responses from the employers were excellent and in many cases the employers indicated the willingness to employ graduates of the program who desire to enter the world of work.

C. FINDINGS AND OBSERVATIONS ON GUIDANCE SERVICES

INTRODUCTION

Many of the currently popular Career Education concepts which are being emphasized throughout the educational community today are not new to the field of guidance and counseling. The development of career awareness, the provision for a solid occupational information base, and the development of logical decision making skills have been major goals of guidance and counseling for many years. It is not surprising, therefore, that one of the keystones around which a quality Career Education program is built is a comprehensive guidance program. Any evaluation of a Career Education program must, of necessity, then, include an examination of the guidance services provided. The following findings, observations and recommendations are based on interviews with counselors, teachers, students, and administrators at the three Town District Junior High Schools (Park, Beckley and Stratton), the Woodrow Wilson High School, the Raleigh County Vocational-Technical Center and the new Daniels Center for Disadvantaged Youth. Parent feelings and concerns were also solicited through group meetings.

FINDINGS AND OBSERVATIONS

PHILOSOPHY OF CAREER EDUCATION

All of the counselors interviewed appeared to have a well-balanced perspective of Career Education. They had, in their own minds, integrated the curriculum aspects, the guidance aspects, and the vocational education aspects of Career Education into a very workable definition and recognized the importance of all aspects in the development of a quality program. The counselors and the guidance para-professionals all appeared to be sincere and dedicated to the Career Education project, and to their part in its implementation. There were obvious signs that they had attempted to assume leadership roles in the program within their respective buildings.

One apparent difficulty, however, was that other school personnel, parents and students did not share the counselors' understanding of

Career Education as a "total education" concept. In many cases they had identified only one aspect of the program as the major thrust of Career Education. To them Career Education was either the Cooperative Education program, or a guidance program, or a curriculum development project, or a vocational program. It appeared that this lack of understanding of Career Education as a total education concept contributed to a lack of agreement among school personnel, students, and parents as to the role of guidance in the schools, and specifically in the Career Education Program. The guidance staff had also recognized this problem and had recently decided to spend some time in better defining its role in Career Education. Plans had not been made, however, to involve administrators, teachers, students and parents in the work of role definition and little thought had been given to communicate this information to others outside the guidance staff.

There was evidence of sincere attempts among the counselors at self-evaluation and self-improvement. A number of counselors appeared to be concerned about their effectiveness in helping to implement Career Education and were willing to take a critical look at their program. Recent in-service activities for counselors and the subsequent decision to spend time in goal definition activities were examples of this effort. This is an extremely important first step in program improvement and the guidance staff appeared to be somewhat ahead of other segments of the staff in this particular respect. At this point it would appear that one of the more important residuals of the Career Education project will be a more cohesive guidance staff with a well defined set of goals and objectives as they relate to Career Education.

ATTITUDES OF PROFESSIONAL STAFF CONCERNING GUIDANCE

All of the administrators interviewed verbalized a high degree of support for the guidance program. There were some indications, however, that guidance services were not extremely high on the district's educational priorities. The high student-counselor ratio (500-1), the lack of a counselor in one of the junior high schools and the vocational-technical center, the apparent inclination to eliminate guidance para-professionals in tight money situations, and the assignment of disciplinary responsibilities to at least one counselor might be interpreted as a lack of understanding of or sympathy for the guidance function in the schools.

The responses of teachers to questions about the guidance services produced mixed reactions in the schools visited. In some cases the guidance department, or individuals within the department, received considerable praise for their efforts to help youngsters and to provide supportive services to teachers. In some cases the responses seemed to be neutral or non-commital, suggesting either a lack of understanding of the guidance function or a reluctance to be critical of a program which they had not fully supported. In no cases were the teachers completely negative concerning the services of the guidance program and in numerous cases comments were made about the fact that counselors seemed to be burdened with many non-counseling tasks.

In the limited time available to the evaluation team, it was difficult to determine why certain administrators and teachers did not appear to be strong supports of the guidance program. Two factors seemed to be contributing to this situation. First, the guidance staff appeared to have had some difficulty in articulating its goals and objectives to the other members of the school district staff. On the other hand, the guidance department never had the necessary resources (i.e., an adequate number of professional and para-professional staff, relief from non-counseling duties, etc.) to demonstrate how effective it could be under more satisfactory conditions.

STUDENT PERCEPTIONS OF GUIDANCE SERVICES

All of the students interviewed who had been involved in some type of Career Education activity were quite enthusiastic about the program. Without exception these students expressed the opinion that their Career Education experiences had been some of the highlights of their school careers. The students appeared to have some difficulty, however, in tying together their Career Education experiences in the classroom and the career counseling function of the guidance office. The students, particularly at the junior high school level, appeared to perceive the guidance office as serving three major functions. First, "the guidance office is a place to get your schedule changed." The process of changing a schedule could be a valuable Career Education tool if it was approached as a learning experience in vocational decision making. However, many students apparently saw it only as a mechanical process and the counselor as the mechanic.

Second, the guidance office was understood to be the place to get information about careers in writing term papers for classes. The occupational information function can be an effective Career Education tool and was being used effectively by many students and teachers. Unfortunately, in some cases the counselor was perceived only as a librarian for occupational information, not as a resource person with which a student could sit down and discuss the information and receive some help in interpreting it in light of his own capabilities and career interests.

Third, "the guidance office is a place to go to make up class work and tests after an absence." This, of course, smacks of the punitive aspects of school and does not contribute to the creation of an atmosphere in which the guidance office is looked upon as a place where students may get help with making personal and career decisions.

COUNSELING SERVICES PROVIDED

The counseling service is, of course, the core of the guidance program. As suggested above, however, a number of factors were observed to have a limiting effect on the ability of the counselors to provide the quality of counseling service which appears to be expected by administrators, teachers, students, and parents. Lack of sufficient personnel, lack of an adequate understanding of the guidance function, and assignment of non-counseling responsibilities to counselors are examples of these limiting factors. In one case it was determined that a counselor had been given the added responsibility of being the disciplinarian for the girls in the school. Although counselors quite logically will become involved in cases of student behavior it is contrary to good counseling practice to expect a counselor to mete out punishment.

In addition, however, there were indications that some of the counseling activity which was being conducted with individual students was the type which could be handled effectively in small groups. Development of healthy attitudes toward work, identifying relationships between school and the world of work, and the development of career decision making skills are examples of the kinds of topics which could be explored in group counseling sessions. A limited amount of this type of group work was being conducted at the new Daniels Center for Disadvantaged Youth. There was no evidence of small group counseling at the other schools visited.

Another factor which limits the ability of the guidance staff to provide quality counseling service is the class schedule in some of the schools. In many cases students did not have free periods or study halls during which they could talk with counselors. It was also noted that there was a reluctance on the part of many teachers to release students from academic classes for counseling. This again might be interpreted as a lack of understanding on the part of the teaching staff of the importance of integrating the curriculum aspects and the guidance aspects of the Career Education concept.

The problem of availability of time in the schedule for counseling appeared to be particularly difficult for the students attending the Raleigh County Vocational-Technical Center and those on cooperative education assignments in the community. During the limited amount of time these students were in their high school each day they usually had a full schedule of academic courses and, therefore, had no opportunity to see a counselor. At the vocational-technical center, where schedules could be a little more flexible and where teachers might be a little more amenable to students missing an occasional class, no counselors were available to the students.

It was interesting to note that the students interviewed were, in many cases, more perceptive than some adults in identifying the reasons for the limitations of the guidance program. They identified high student-counselor ratios and assignment to counselors of non-counseling functions as major limitations and in a few cases appeared to be somewhat apologetic about asking a counselor for an appointment because they frequently seemed to be overworked.

PARA-PROFESSIONALS USED IN GUIDANCE

Despite some of the limitations outlined above the counselors were instrumental in implementing the Career Education Project in their respective buildings. The addition of para-professionals to the guidance staff appeared to have been a significant factor in enabling counselors to assume this leadership role. In all schools where para-professionals were employed, effective use was being made of their time and abilities. These individuals appeared to be active, interested employees who were taking considerable initiative in providing necessary non-counseling services, thus enabling the counselors to begin to devote more time to their professional activities. Para-professionals were observed in such activities as ordering, cataloguing and disseminating occupational information; working with teachers on organizing and making arrangements for field trips and resource speakers; organizing and conducting testing programs; and a variety of other clerical tasks. The counselors and the para-professionals suggested that there was an initial adjustment period during which some redefinition of job tasks was necessary. It appeared, however, that this hurdle had been eliminated and all of the personnel involved were productively involved in implementing the Career Education program.

TEACHER INVOLVEMENT IN COUNSELING

There was some evidence that those teachers who had taken an active part in the Career Education project had also developed some new perspectives on their role in counseling with young people concerning their career choices. Secondary teachers who had traditionally been content-oriented were beginning to be more student oriented. The high degree of motivation displayed by the students, coupled with the increased ability of the teachers to see (perhaps for the first time) the relevance of their subject matter to the real world, had resulted in these teachers seeing their students more as "total" human beings rather than English students, or math students, or social studies students, etc. The willingness of teachers to be more flexible and spend more time with students in a quasi-counseling relationship was accompanied by a feeling among students that they could feel comfortable in discussing career choices and other related matters with teachers. Both teachers and students, therefore, suggested that Career Education activities had helped to create a much more comfortable teacher-learner relationship than had previously existed.

The increased teacher involvement in quasi-counseling activities created the demand for counselors to provide more consultive type services to the teaching staff. Some of the counselors interviewed were beginning to recognize this change in their traditional role and were making an effort to work more closely with teachers by acting as resource persons in such areas as human behavior and career developments.

EXPLORATORY EXPERIENCES

As indicated elsewhere in this report, the possibilities for students at the junior high level to explore a variety of occupational fields were somewhat limited due to the inadequacies of some of the industrial arts and home economics facilities in the schools. The guidance staff has taken some initiative in providing for alternative methods to provide occupational exploratory experiences. The coordinator of the Career Orientation phase of the Career Education project has been particularly active in coordinating field trips and resource speakers at the junior high. The recent decision to add a summer vocational exploratory program at the Vocational-Technical Center appeared to be in response to the identification of a need for such a program by the counselors and others involved in the Career Education Project. The involvement of junior high school students in the exploratory skill assessment program at Daniels Center was also in response to counselor and staff identification of a need for this type of service. The Career Education staff and the counselors in each of the buildings have also been very supportive of the teachers, both from the standpoint of providing materials and ideas, as they developed a variety of exploratory experiences for students in their classrooms.

OCCUPATIONAL INFORMATION

In two or three cases, particularly at Woodrow Wilson High School, an excellent start had been made to assemble, evaluate and make available good occupational resource materials for the use of both students and teachers. The high degree of cooperation between the counselors and the librarian in this endeavor at Woodrow Wilson was noted as highly commendable. Although the efforts to provide up-to-date, interesting occupational information was commended in most schools, this service in a few others was limited in some respects. Information which was out-dated, too difficult for students to read, and inappropriate in terms of local employment opportunities was observed in a few cases.

One gap in the information system was what appeared to be a lack of any formal lines of communication between the Raleigh County Vocational-Technical Center and the high schools sending students to the Center. There were no obvious signs of printed materials describing the training programs available at the Center and no one at the Center was assigned the specific task of maintaining liaison with the counselors at the high schools or junior high schools to work with them on the selection of students for the variety of career programs offered at the Center. In some cases it was determined that the counselors at the high schools and junior high schools had only infrequently visited the Center, yet they were expected to help students make appropriate career decisions which sometimes lead to enrollment at the Center.

It was also noted that a very important source of occupational information, the local community, had been somewhat neglected. Although the use of local field trips and local resource speakers was obviously one of the major strengths of the Career Education Program, little attempt had been made to record these experiences either through pictures or tapes for later use in an occupational education library or resource room. Also there was very little evidence that printed materials had been solicited from local business and industry.

One final limitation in the occupational information service is the lack of any planned work experience or in-service activity for counselors and teachers in business and industry itself. Although many of the teachers and counselors do work in business and industry during the summer months, this experience is generally looked upon as primarily a money-making experience rather than a learning experience which is designed to assist them in developing a first-hand knowledge of the world of work. The most desirable type of experience would, of course, be one in which the staff members' financial and career information needs would both be met.

EVIDENCES OF CURRICULUM AND CAREER EDUCATION INTEGRATION

The degree to which Career Education concepts had been integrated into the curriculum varied considerably between grade levels and between schools.

At the elementary level it appeared that the teachers had been highly successful at developing programs which integrated academic skills and Career Education concepts. At the junior and senior high levels, however, there appeared to be more of a tendency to perceive Career Education as a separate entity which could be taught for a specified period of time (e.g., two weeks, six weeks, etc.) and then dropped in order to go back to the traditional English, Social Studies, Math, etc. The tendency to perceive Career Education in this way appeared to be related to whether teachers had a choice to become involved in the Career Education Project or not. In one school where all the teachers were required to teach a Career Education unit, there was only minimal evidence that the career concepts were interwoven into the entire curriculum. In another school, where teachers were given a choice as to whether they would participate or not, only a few decided to participate but the quality of participation appeared to be at a higher level. In this situation teachers had teamed together in an attempt to provide some continuity throughout the total academic program. The Career Education activities provided the thread which enabled them to tie their programs together. Even though all students and all teachers were not involved in a Career Education unit in this school, there was an obvious interest throughout the school in the various Career Education activities undertaken by those who were involved. It was anticipated that more teachers would want to become involved in the project next year.

CONCLUSION

It was obvious that Career Education has had what looks like a lasting impact on education in Raleigh County. Students have been motivated and involved; teachers have become more flexible and more attuned to the question of relevance in education; parents are interested and enthused; local business and industry have become more aware of the needs of the schools and the schools have become aware of the needs of business and industry. Despite some of the limitations mentioned above, the guidance staff must be given the credit for much of the progress which has been made. Their leadership has been a major factor in the success of the project to date.

D. CAREER EDUCATION IN GRADES 1 THROUGH 6

ATTITUDES AND REACTIONS OF TEACHERS AND PRINCIPALS

The teachers were very obviously excited and motivated about their successes and concerning further possibilities of Career Education. The teachers' acceptance of the Career Education concept and the enthusiasm displayed by the majority of the teachers who visited were most inspiring. Teachers verbally indicated that they were convinced of the student approval of Career Education as evidenced by increased student enthusiasm and interest for school. Most teachers concurred that it was a very worthwhile program and revealed genuine concern, sympathy, and empathy with the overall objectives. They felt that school had become more meaningful and stimulating for students and that they themselves had worked ardently on preparation and more willingly because of the eagerness shown by their students. Teachers also felt that they had acquired a great deal of new knowledge about the world of work, opportunities and requirements for many different types of jobs. In fact, some teachers stated that Career Education had become a motivating force for them in meeting the challenge of implementing the new Career Education curriculum units. Also, while no objective career testing procedure had as yet been designed, teachers reported that based upon limited observations growth of many kinds had taken place in most students; their students had developed both academically and behaviorally. They also reported positive attitudinal changes in some students toward school work in general, and volunteered the information that they perceived Career Education as an incentive for learning. Few teachers had some doubts about Career Education, and said that while they voluntarily engaged in the project, they had some questions in their own minds that the involvement of students in the unit projects appeared to be the major thrust, and that interest in the development of the common skills of reading, writing, and arithmetic was secondary. These teachers believed that in some cases the projects were overdone to the detriment of the common skills program, and indicated that should they be involved in the Career Education project next year they they would take steps to prevent the "tail wagging the dog".

When asked about the cooperation received from the central office, and from their individual school offices concerning Career Education activities, almost every teacher voiced immediate and enthusiastic approval for the supervision and helpfulness of administrators supplied to them. This part of the program, they deemed, would offer no serious obstacle to the further development of Career Education, and complimented all of the individuals who had helped make their respective Career Education assignments as successful as it had appeared to them.

A special effort was made in each of the schools visited to question the principals with regard to their reactions in connection with the Career Education project as it operated within their schools. These questions related to the quality of the instruction, the results in terms of enthusiastic student acceptance, and the activities which included the building of projects, field trips, and the like. All of the principals were in strong support of the Career Education program. One particular principal indicated that traditional education did not represent a serious consideration in his school, since the teachers engaged in Career Education had already considered the value of Career Education in achieving the highest value levels in the traditional learnings. He reported that the teachers in his school had felt that the Career Education activities in which they had engaged resulted in more learning and greater interest in learning the traditional reading, writing, and arithmetic. Another principal indicated that while much of the Career Education program had resulted in some fine outcomes, he felt that greater effort on career awareness in the elementary schools is needed now, especially at a time when young people are expressing doubts about the world of work and their individual roles in it. He indicated also, that his commitment to Career Education was such that should federal dollars not be continued on into the future that he would make every effort to continue the Career Education program in his school. He felt that with the support given the Career Education program by the teachers, and with ingenuity, steps would be taken to provide the necessary materials for project development and construction, and some way could be found to continue with the very valuable field trips and resource people needed by the school. Still another principal indicated that he had a great many early doubts about the Career Education project, but that these doubts had been dispelled by the reported successes of the teachers. He indicated that his supervisory experiences had provided him with a keen insight into the teaching methods and the outcomes, and he believed that anything that a teacher did with as much enthusiasm as they were displaying can only be for the good! Further, he believed that the Career Education effort would persist in the future, even without large scale federal funds. It was pointed out to this particular principal that the federal dollars for Career Education represented "seed" money and that it would have to be expected that some time in the near future the "seed" money would no longer be provided, and the county schools would be expected to continue the Career Education project on its own. He understood this very well, and pledged himself to the continuation of the project when that time and day arrived.

ATTITUDES AND REACTIONS OF STUDENTS

The acceptance by students of the Career Education project was very obvious. In all cases, students reiterated that they would like more units next year and very excitedly (and with animation) described their individual and collective roles in the Career Education activities. Student acceptance was very evident in all grades in all schools. Members of the evaluating team received many expressions and indications by students that school was more interesting and "more fun" now that they were able to have hands-on experiences with practical applications of their book knowledge. Students were especially enthusiastic about the field trips and volunteered much information concerning what they had seen, with whom they had talked and career opportunities they had investigated. One group of students denoted their approval of Career Education because it had brought so many interesting visitors to their school. They were proud of their school and wanted other people to see it, but wanted above all else to have people relate their work experiences to them. Young people told that resource people had provided encouragement to students by furnishing more information about particular career opportunities in which they had shown specific interest. In a sense, students indicated that relevancy was the most appealing aspect of Career Education.

Throughout the elementary schools, the students evidenced the very highest level of enthusiasm when questioned about their Career Education activities. Students volunteered information of a variety of kinds and vied with each other for opportunities to explain how much they enjoyed working on the project, the people they had talked to, the booklets they had produced, the field trips they had taken, and how much new information they had acquired with regard to careers they might wish to explore further. Without exception, the children were highly commendatory about the Career Education program, and evidenced a wide range of interests in careers. It appeared to the members of the study team that many of the children had learned about careers they did not know about prior to engaging in career activities, and possibly some of the children had begun to form ideas concerning careers they might be more interested in in the future. Many of the children were observed at work in Career Education activities, and they exhibited not only interest in what they were doing, but exhibited willingness and proficiency in the development of the accompanying basic skills of reading, writing, and arithmetic.

EXPLORATORY ACTIVITIES

Most of the Career Education curriculum units were new and of an exploratory nature. Ample opportunity had been provided in the schools for various exploratory activities to take place within these units. The activities were planned and designed to make it possible for children at a relatively early age in their school life to have experiences which would enhance their own special interests in careers, as well as develop an awareness of many occupations. A wide variety of teaching techniques were demonstrated by teachers in order to provide these experiences.

Interviews were conducted by students with parents and others as to the kind of work they do, where they work, their attitudes about work, etc., so that students could gain first hand information from them. Simulation, such as role playing, was frequently utilized in order to demonstrate comprehension or personification of various careers. Resource people from the community brought in equipment that they utilized in presentations and discussions, in order that children could examine it and ask questions. Puppet shows gave students the freedom to reveal occupations they valued. Construction of simple musical instruments gave students an opportunity to understand how instruments produce sound. The unit on careers in music was particularly noteworthy, since it provided the students with extensive opportunities in their Career Education activities to bring about an appreciation for careers in music.

Because one student had never used a telephone, telephones were borrowed and brought into the classroom for student use, and the opportunities to learn about careers in sound transmission were provided. Knowledge of the world of banking was made applicable through check-writing, making loans and knowledge of other services which banks render. Games and puzzles were employed in getting across information in a fun sort of way. However, the device was not permitted to dominate the targeted learning concepts.

Teachers showed their facility for wide-spread use of many teaching methods and techniques in an effort to bring to the students new and interesting exploratory activities. Since most children learn more readily by using all five senses, hands-on experiences were extensively utilized to provide substantial improvement in student learning competencies.

KNOWLEDGE OF OPPORTUNITIES PROVIDED WITH REGARD TO WORLD OF WORK, CLUSTERS, AND SPECIFIC OCCUPATIONS

Students through the Career Education project were helped to understand the breadth of the world of work; also, the assembled materials very evidently enabled students to acquire knowledge concerning the broad clusters of careers as well as that related to specific occupations. An awareness of careers in many industries and businesses brought about the need for teachers to organize their materials and present them through multiple teaching methods. Accurate information about the working characteristics that exist in the local area, particularly the mining industry, was provided exceptionally well. Much of this information was provided by the mining industry itself, and modified by the teachers to compensate for student learning levels.

In addition to helping students discover information on careers, the program helped develop positive attitudes toward the world of work, and helped to bring about a realization that there was dignity in all occupations.

CURRICULUM MATERIALS IN USE

Teacher-made Career Education curriculum units were evident everywhere, and were considered to be appropriate and very well utilized.

In a cooperative effort with Marshall University, several workshops were conducted, out of which came ninety different units of instruction, with a wide range of demonstration materials. Each of the teachers who engaged in the in-service education program produced a unit of instruction and these have since been reproduced for other schools. A slide presentation was prepared to record the details of the instructional unit. These units along with associated materials constructed made career information appealing and motivating to the students in the elementary schools. Much original thought and ingenuity went into the units, and the teachers displayed much satisfaction with the student results. All the Career Education units were highly commendable in connection with related Career Education activities. These units have given teachers an opportunity to capitalize on student interest with an improved overall performance in school. In addition these units provided an opportunity for increased individualization.

Because the community has a very vital stake in the conduct and future of Career Education, it was believed that many elements of the community appreciated the opportunity to cooperate with the Career Education project in matters such as the location of appropriate teaching materials, the development of project materials, and even the production of materials and devices needed in Career Education projects.

The teachers have been extremely resourceful in providing experiences, reading materials and class discussion time for the edification of the students. They have drawn upon all kinds of materials from the multimedia resource center and have made extensive use of the items and materials. The multi-media resource center was centrally located in the administrative building where teachers could come by themselves to pick and choose their materials or could make a written request for them and have them delivered by truck.

A wide number of very valuable projects were in operation in the schools. These included projects which enabled students to learn about careers in the newspaper and publishing field, the beauty and barber field, the field of dairying, transportation, allied health, the broadcast industry, and many others. The projects represented the work of teachers and students following a considerable effort to provide teachers with in-service education programs being necessary in connection with the Career Education program. As individual projects, teachers prepared materials, curriculum outlines, accessory materials, and other literature to augment the instruction in careers. Some of the projects were in use in the schools at the time of the visits, while other projects had been stored away for use in the 1973-74 school year. Teachers evidenced the highest level of enthusiasm in connection with the projects, and stated that they believed the projects were extremely useful to them as the devices for accelerating the common learnings in the fields of reading, writing, and arithmetic. By way of explanation, teachers indicated that the excitement and exuberance of the children was the motivating factor in their learning from the basic skills, and that many of the projects represented the best devices obtainable for keeping that motivation at a high level. Students were observed in the classrooms engaged in projects, yet working on problems in arithmetic, and in writing descriptions from their field trips or of other activities that took place within the project. They appeared to have real interest in what they were doing, and excitedly described to the visitors some of the things they enjoyed doing within the project, or on the field trips that were associated with the project. Also, numerous resource people had been attracted to the schools, and many of them brought display materials and literature with them. During the time that they met with the children, they explained how individuals worked on certain jobs, what they accomplished, and the need for competence in reading, writing, and arithmetic wherever an individual will ultimately work.

The results reported by the teachers while highly complimentary in most cases, also showed some limitations. Teachers indicated the need for many more materials next year to augment their instructional program, and to provide the wherewithal for students to engage in project building would undoubtedly be a problem. Cost and time were indicated as understandable problems, but many teachers reported that they were already taking steps to circumvent the problems by acquiring new stocks of materials from parents and others on a free basis, and by making advance plans for help in constructing the instructional projects.

NEW AND INNOVATIVE LEARNING ACTIVITIES, EXPERIENCES

Student study was augmented by appropriate field trips to enable the students to acquire some understanding and first hand experiences relative to the careers which they were studying as they actually occur in the world of work. Field trips were a new experience for students this year, and actually the bus rides were a new experience for many children because they do not ride buses to school. In conversations and discussions with teachers and students, evidence was presented that field trips were well planned with good preparation beforehand and with good follow-up afterwards in the classroom. Field trips were taken with specific objectives in mind and not "just an excuse to get away from school." Students repeated over and over that the field trip was the most exciting part of the Career Education unit and the part they enjoyed most.

During the school year community resource people were drawn into the Career Education instruction. Speakers from a wide variety of careers met with classes in order to explain their jobs, qualifications, advantages, disadvantages, etc., and to provide answers to specific questions raised by students. In many cases a wealth of materials such as films pamphlets and books were brought into the classroom by these people for student use.

An on-going school newspaper resulted from one unit. Another unit having to do with stocks and bonds and the entire investment field resulted in the students organizing a corporation on their own and conducting a business throughout the school year.

In addition to helping students discover information on careers, the program included personal developmental activities such as those which develop positive attitudes toward the world of work and positive attitudes toward self and others.

INTEGRATION OF CAREER EDUCATION WITH SUBJECT MATTER

Convinced that Career Education is total education, it was recognized early by the staff that it was important that all subject matter be integrated with Career Education. Thus, the staff invalidated one of the strongest arguments against Career Education, "that it takes time away from the basic skill teaching subjects." Evidence was presented that this effective integration of subject matter and concept had been accomplished in the Raleigh County Schools. Vocabulary lists were compiled, centered around a particular unit such as health careers. Music was integrated in the transportation unit by learning many railroad folk songs. The decimal system was taught in the banking unit, providing relevancy as well as fascination.

Teachers indicated that sometimes it took a great deal of ingenuity on their part to bring in all subjects such as science in the banking unit and math in the ecology unit. However, they were convinced and were quite convincing themselves that basic skill areas had not been weakened in the Career Education curriculum units. They also stated that the units were adaptable to most subject areas. It was clear to most teachers that Career Education enhanced subject areas because of the relevancy of concept and application, within the levels of understanding held by the students.

It was quite evident from data reviewed that the integration of Career Education with all subject matter had helped improve the overall performance by students in school; teachers reported that career activities had made regular subjects more relevant to the career objectives of the students.

ARTICULATION WITH OTHER GRADES

Little evidence was presented that very much articulation was taking place with other grades in the elementary schools. Discussions with teachers revealed that not as much attention was devoted to the task this year as it will receive in succeeding years. Attention will be given to articulation so that experiences, resource people, field trips, etc., will not be repeated for students in later grades and duplication of activities, experiences, and career information will be held to a minimum.

HORIZONTAL ARTICULATION AND EVIDENCES NOTED

Evidence was presented that horizontal articulation was taking place but not as much as was desirable. In some instances, other classes on the same grade level were invited to observe the culminating activities of a particular Career Education curriculum unit. When two teachers on the same grade level taught the same unit they reported that they had done their pre-planning together. In a block situation, two teachers had worked together with one taking care of the English and social studies aspects of the unit while the other teacher took care of the other subject areas. It was recognized that benefits might be realized, should consideration be given to bringing in special teachers such as the music teacher and librarian to help with the instructional units. More horizontal articulation was also recognized as an excellent method of involving more teachers in the project; successes would be noted and increased enthusiasm would be demonstrated by students, it was hypothesized.

E. FINDINGS AND OBSERVATIONS CONCERNING CAREER EDUCATION IN THE JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOL AND VOCATIONAL TECHNICAL CENTER

COOPERATION AND ATTITUDES

The Career Education project as studied after one year of operation, appeared to be outstanding, very well perceived, efficiently organized and operated. Personnel responsible for its development and execution appeared to exert excellent leadership and motivation, revealed a high level of dedication and capability.

Because of this fine leadership and motivation, the principals and faculty of the junior high schools, senior high school, and vocational technical center seemed to have more than the usual interest in the Career Education project. This was particularly noticeable with teachers. All appeared to have accepted and to have understood the concept of Career Education. There was a strong willingness and desire to participate. In order to improve themselves and to assure the success of the project, many in-service programs, workshops and seminars, all pertaining to Career Education, were developed and taken by many of the teachers. As a follow-up, teachers developed many special project and instructional aids which contributed to the success of the instructional program.

Students who were interviewed in the three types of schools appeared quite enthusiastic and motivated. They expressed satisfaction with programs and stated that Career Education assisted them in their selection of courses of study and in their selection of their future life work.

CONTRIBUTIONS OF INDUSTRIAL ARTS, HOME ECONOMICS (IN JUNIOR HIGH SCHOOLS) AND VOCATIONAL PROGRAMS IN SENIOR HIGH SCHOOL AND VOCATIONAL TECHNICAL CENTER

There appeared to be a heavy contribution to the opportunities in Career Education, offered by industrial arts and home economics programs in the junior high schools and the vocational programs in the senior high school and the vocational technical center during the first year of the project. This was easily understandable, since these programs offer an immediate opportunity for development of Career Education. Facilities and equipment were available, occupational information has been developed, many students can be accommodated in the exploration of career opportunities, teachers in these areas already had an understanding in Career Education.

However, since Career Education does not concern itself solely with the existing vocational offerings but does involve preparation for careers in the semi-skill occupations, in mid-management, management and professional fields, a certain segment of the student body appeared not to be served.

In the senior high school, many teachers complained about the lack of communication and information concerning the project. They were concerned but very interested in Career Education and were eager to participate. They apparently felt hurt that they had been ignored.

Principals appeared to have provided exploratory experiences in the junior high schools by permitting students to explore programs offered only in industrial arts and home economics.

ARTICULATION BETWEEN VOCATIONAL EDUCATION AND PRE-VOCATIONAL ACTIVITIES

In the preparation of curriculum materials, there was evidence that there was articulation between vocational education and pre-vocational activities. It appeared that elementary students received considerable information and knowledge concerning vocational education opportunities. Notwithstanding, there appeared to be some lack of articulation and communication between individuals responsible and involved in vocational activities and pre-vocational activities. It appeared that there were no periodic meetings as a group of elementary principals, junior high school principals, senior high school and vocational technical center principals. Such meetings, if regularly scheduled, would have provided for greater articulation and better communication, for more effective results in the projects, for the solution of the many problems arising in the execution of the project, and planning for expected outcomes.

CURRENCY OF EQUIPMENT, CURRICULUM, MATERIALS

The curriculum developed appeared to be current and well developed, and much of it appeared to have been prepared by administrators and teachers.

It was evident that sufficient funds had been provided for the purchase of supplies and materials. No teacher interviewed registered any complaint over the lack of funds for the purchase of materials and supplies.

It was also apparent that sufficient funds were available for the purchase of necessary equipment, as requested by teachers. However, it was also evident that some new, modern and up-to-date equipment was lacking such as computer equipment, numerical control equipment, testing equipment and the needed variety of equipment for a good industrial arts program and business equipment.

ADEQUACY OF EQUIPMENT, CURRICULUMS, MATERIALS

Curriculums developed for the project appeared to be adequate, relevant, well developed and well structured.

Materials appeared to be adequate and in sufficient quantities.

It was evident that the numbers of pieces of equipment with respect to those needed to provide adequate instruction for students raised some doubts. Some of this lack was due to limitation of space and probably will be remedied when the new vocational technical center is constructed. It appeared that the lack of enough equipment might to some degree be ameliorated by working with craft committees who could advise each teacher of the sources of such equipment in business and industry.

Much of the equipment appeared to lack safety devices and if present, were not used due to the condition of the facilities. Safety codes appeared in a number of circumstances to be violated. Equipment that could be dangerous when operated, was located too close to other equipment. It was apparent that there was a lack of proper ventilating equipment and dust collecting equipment as well as other safety devices. Some of the equipment in use was obsolete.

FACILITIES

Facilities for industrial arts and the vocational technical center appeared inadequate, crowded and in need of attention. They appeared to lack proper ventilating equipment; they appeared to be in violation of safety codes.

Industrial arts facilities appeared to be very much limited and not sufficient to provide for a good industrial arts program.

Since vocational education and industrial arts are important segments of Career Education, the condition of the equipment and shop facilities may hinder the Career Education program; students may be repelled from desiring to be involved in these important aspects of Career Education.

There are apparent plans to construct a new vocational technical center in the near future. Administrators and instructors reported that new facilities and the replacement of the present obsolete equipment should overcome many of the deficiencies noted above. It was also indicated that when the new center is in operation, consideration will be given to converting existing facilities for the expansion of the industrial arts program. Instructors were concerned and they hoped that in providing expanded facilities and equipment, the industrial arts programs would not be the inheritors of the present inadequate facilities and obsolete equipment.

CONTINUING EDUCATION

It was evident that there were a sufficient number of courses and programs offered in the continuing education programs which are related to Career Education. There were basic education programs offering remedial courses for adults over 16 years of age, a number of up-grading courses for persons wishing to improve themselves, and programs for veterans.

There appeared to be, however, very little articulation and communication between administrators of the basic education program and the vocational adult education program, with the administrators of the day school programs in Career Education. However, personnel admitted that it is important that there be articulation and communication.

ARTICULATION BETWEEN CAREER EDUCATION IN THE SECONDARY SCHOOLS AND HIGHER EDUCATION

Due to the absence of four-year collegiate higher education institutions in the area of Beckley, it was evident that there was very little articulation between secondary and post-secondary education. With the exception of Beckley Junior College, a non-profit private college, there appeared to be no opportunities to continue Career Education in two year colleges in allied health, engineering, fire science or police science. Opportunities did exist for programs in teacher education and the business field at Beckley Junior College, however.

It appeared that the school system was concerned about the lack of opportunities in the Beckley area to continue Career Education in post-secondary programs, designed to enhance the economy of business and industry. Some attempts have been made to consider ways and means of providing such instruction through the expansion of Beckley Junior College, through the establishment of extension centers in Beckley by the University of West Virginia, West Virginia Institute of Technology, or Marshall University or to offer programs under the auspices of Raleigh County Board of Education.

SCHOOL-EMPLOYER RELATIONS

There appeared to be excellent school and employer relations. Teachers of vocational subjects appeared to have made educationally profitable contacts with employers. The administration in charge of the project had also established excellent relationships with business and industry, enabling the project to secure resource personnel and provisions for field trips.

It also was evident that excellent rapport had been established between education and the Employment Security Division of West Virginia. It was gratifying to have reported that prior to the curtailment of funds and positions in the Employment Security Division, a counselor from one of the junior high schools had been employed by the Employment Security Division during the summer, and that counselors at the Labor Department worked very closely with school officials. It was also noted that the manager of this Division related his intimate knowledge of placement, testing and procedures followed by the school officials.

ADVISORY COMMITTEES

The administration deserves commmendation for the efforts that were made in establishing an Advisory Committee and in achieving obvious participation and support from all members, in connection with the Career Education project. However, in interviewing business leaders of the community, there was some concern expressed by the lack of information provided to them concerning the project. They heartily endorsed the program, supported it, but wished to be more informed in order to become a part of it and provide any assistance they had at their disposal. Also, some personnel expressed the opinion that the administration could capitalize on the expertise of the basic education coordinator and the manager of the Employment Security Division, as well as representatives from labor unions, by inviting such people to take either a regular position or an ad hoc position on the Advisory Committee.

PLACEMENT OF STUDENTS ON A COOPERATIVE BASIS

Approximately 140 students were involved in an excellent cooperative program. The activities in which they engaged appeared to have been fruitful and effective. The cooperative program retained and motivated many students who would have been school leavers. It provided an opportunity for students to explore many different careers, in some cases earn some money, and enabled them to make choices of a career nature. The cooperative program was instrumental in exposing students to many new experiences, and providing local employers with some relief in critically needed areas of employment such as the allied health field. With the exception of programs preparing Nurses Aides, Licensed Practical Nurses, Dental Assistants and Pharmaceutical Aides, there were no other formal programs in the allied health fields. It was evident that the experiences gained in the cooperative program should provide much valuable experience and wisdom useful in the future expansion of career opportunities in the health field. The present program concentrated on providing cooperative experiences chiefly in the skilled trade areas, and while the practice is understandable, administrators recognized the need to provide a much wider choice of occupations for students concerned with a school-employer cooperative arrangement.

PLACEMENT OF GRADUATES

From data and records available to the study team, it was clearly evident that much success had been experienced in the placement of almost all graduates from vocational and technical education curriculums. Also, with the prospect that many of the students in the cooperative Career Education project will go into full time employment at the end of grade 12, steps have already been taken to assure permanent placement. Even out-of-town and out-of-county placement opportunities have been explored.

V. SUMMARY AND RECOMMENDATIONS

GENERAL STATEMENT:

The Career Education project in Raleigh County was assessed against the stated philosophy and objectives, to which the administration of the project committed itself with the approval of the project by the state and federal agencies. The study team during its three days of on-site work reviewed all of the activities in the schools, in supervision and coordination, and in administration, in order to note the extent to which the intent of the original philosophy and objectives were being met. In the several sections identified in this study report as "Findings and Observations" is recorded such data as would appear to prove that the Career Education project not only met its responsibilities, but in most cases and situations exceeded them. A brief summarization of the project follows; greater detail and data is included in the body of the report in the appropriate sections.

1. The philosophy and objectives, as noted in the original proposal for the Raleigh County Career Education project appeared to be fully met, and in most instances and situations were being substantially exceeded.

2. The administration of the project appeared to be excellent. The staffing pattern was designed to meet the needs of the project for appropriate coordination, and that appeared to have been achieved.

3. A review of the uses made of the funds for the project indicated that the selection of appropriate personnel, the purchase of supplies and materials, and the provision of essential services were all wisely effected.

4. Supervision and coordination provided both by the project staff and by the school personnel reflected careful study at the start of the project, and a high level of service throughout the year. Teachers were especially high in their expressions of satisfaction for the quality of supervision and coordination provided them.

5. The project reached into all levels of education in the county, but concentrated most of its efforts in the elementary schools, and upon the cooperating aspects of the senior high school program. Excellent results were achieved, and plans to expand the program county-wide next school year (1973-74) will be conditioned only the the availability of supporting funds.

6. The observable student outcomes were of a high order. Enthusiasm, basic learnings, involvement in planning and career information were present in the schools at a high student level. Students everywhere evidenced new interests, ideas and enthusiasm and were in strong support for the Career Education project.

7. Teachers appeared to have found and capitalized upon devices and projects in Career Education which enabled them to achieve a high level of learning in students. Teachers reported that through Career Education activities they had been enabled to establish relevance in instruction to the satisfaction of students.

8. Community support for Career Education was evident, and attested to by parents, lay citizens, employers, state agency personnel and others. The administration of the project appeared to have taken steps to keep the general public acquainted with the objectives and activities of Career Education in the county, and with its plans for making all aspects of the project known to the citizens on a regular basis.

9. The several discrete segments of Career Education appeared to be receiving emphases, appropriate to the described objectives and available resources. Thus, career awareness, exploration, hands-on experiences, vocational preparation, occupational information and job placement were being provided in the appropriate schools, and at a very satisfactory level.

RECOMMENDATIONS

The study team recognized the limitations imposed by the level of funding of the Career Education project, but was impressed with the high degree of dedication, ingenuity and resourcefulness of all who administered, coordinated, taught or studied within the project. Hence, recommendations have been supplied herewith which reflect the foregoing, and at the time of the visitation appeared to be possible and feasible of achievement. The recommendations reflect the collective expertise of the study team, and have been confirmed with Career Education personnel in the project. In a sense, the recommendations which follow represent consensus, and a confirmation of suggestions discussed with the county project personnel during the visitation. Each recommendation should be considered as a suggestion for action; local and state influences should be weighed carefully; and involvement of all who will be affected by the changes should be sought.

RECOMMENDATIONS CONCERNING THE ADMINISTRATION OF CAREER EDUCATION

1. There was evidence of the need to provide further in-service education for all teachers and administrators in order to bring about an even better understanding of the overall concepts and objectives of the Career Education Project. The project staff may wish to move into this area of activity with renewed energy.

2. The role of the general advisory committee ought to be re-examined; possibly it could be expanded to deal with specific problems that arise during this school year within the scope of the overall project. It appears also that the advisory committee could become more intimately involved with the elementary phase of the project.

3. Consideration should be given to utilizing additional resources in the community for support, particularly the resources that may be available through other public agencies. As an example, interviews with the director for the neighborhood youth corp revealed a sincere interest on the part of the director to involve his students in the special program for the drop-outs. The director suggested that he was in the position to provide financial support for this particular project. It would appear that it would be timely to move in this direction and to establish a working relationship that would be beneficial to many additional youth in the city.

4. Consideration should be given by local, state and even federal agencies to the need for employing a corp of coordinators for the cooperative education phase of the Career Education Project.

5. Parent involvement in the Career Education operation should be given further consideration; hopefully it will be increased by inviting parents to serve on the advisory committee, and to use their services on a voluntary basis as teacher aid or in a clerical capacity wherever needed, out in the classrooms, laboratories and/or shops of the schools.

RECOMMENDATIONS CONCERNING GUIDANCE SERVICES

1. One of the most fruitful ways to gain support for any program is to achieve maximum involvement of those affected in the planning and implementation of the program. It is recommended, therefore, that a study group made up of representatives from administration, teaching staff, students, parents and counselors be organized to establish the specifics of the role of guidance in the Raleigh County Career Education Program. Study groups might be organized at the building level or on a district wide level and might address themselves to such questions as: What percentage of the counselor's time should be spent in working with teachers as a Career Education consultant? Does the counselor have a role in dealing with students' personal problems? If so what is the role? How much of a counselor's time should be spent in individual career counseling with students? With group career counseling? etc.

2. A student-counselor ratio of 500-1 appears to be unreasonably high in light of the increasing demands placed on counselors by the Career Education Project. It is recommended, therefore, that some consideration be given to providing for a more reasonable student-counselor ratio at the junior and senior high schools. Most professional organizations and State Education Departments recommend a ratio of 250 to 1.

3. The addition of para-professionals to the guidance staff appears to have been a significant factor in enabling counselors to assume a leadership role in the Career Education Project. There appears to be some administrative inclination, however, to eliminate these positions when federal money is no longer available. Consideration should be given now to the ways in which service can be continued if budget constraints limit the District in its ability to hire para-professionals at some future time. Some possibilities which might be explored are: a) Volunteer help from the community, b) Use of cooperative education students, and c) Use of student interns from the Beckley Junior College teacher aide program.

4. Efforts to provide up-to-date, interesting occupational information are excellent in some cases and limited in others. It is recommended that a study be made to determine the most effective way to procure, evaluate and disseminate occupational information. Career information resources have been mentioned, and if properly subsidized and staffed could hold considerable promise at either the building level or a district-wide level. Such a center could not only provide audio-visual materials and printed materials on careers but might also serve as a clearinghouse for the scheduling of field trips and resource speakers.

5. Some of the present counseling activity with individual students could possibly be handled effectively in small groups. It is recommended

that small group counseling be explored, that in-service training in group counseling be initiated in two or three schools to determine the effectiveness of this technique as a Career Education tool.

6. There appeared to be a lack of any formal lines of communication between the Raleigh County Vocational-Technical Center and the high schools sending students to the center. Consideration should be given to the addition of an individual with a guidance background to the staff of the Vocational-Technical Center. This individual's role should include vocational counseling with Center students, close liaison with the high school counselors concerning student selection, and placement and follow-up. The counselors in the high schools should be encouraged to visit the Vocational-Technical Center more often and find out more about the career opportunities provided through the Center's training programs.

7. In-service activities for counselors in the area of Career Education appear to have been effective and it is recommended that they be continued and expanded to include more of the teaching and administrative staff. The possibilities of exposing counselors and teachers more directly to the world of work through organized summer work experience in the community should be explored as part of the Career Education in-service program.

8. Requiring counselors to perform such non-counseling duties as the disciplining of students detracts from the counselor's effectiveness in providing Career Education leadership. It is recommended that any counselor who has this responsibility be relieved of it so he or she can spend more time on the career guidance aspects of his job.

RECOMMENDATIONS CONCERNING CAREER EDUCATION IN GRADES 1-6

1. Teachers should be encouraged to develop more of their own Career Education curriculum units, where they have not already done so. They would feel more at ease in implementing a unit which they had personally developed. Also the involvement of teachers in such preparation would enhance the likelihood that Career Education would be an integrative device that would be infused in the curriculum for each grade throughout the year.

2. Encouragement should be given to teachers to utilize more units in the second year of operation so that Career Education would be a free-flowing process and not one that chops up the curriculum. By this it is meant that the stopping of the regular teaching procedures in order to insert a Career Education curriculum unit at any one particular time is undesirable. The unit should be the vehicle for all teaching. The Career Awareness Coordinator should be involved in assisting teachers to make this coordination of basic knowledge teaching and Career Education truly effective.

3. Vertical articulation needs to be given some additional attention in order that experiences that children have one year are not unnecessarily repeated in succeeding school years.

4. Very careful coordination of field trips and resource people should take place from the central office.

5. A para-professional would be helpful in assisting the Career Awareness Coordinator with an increasing number of schools to be served by Career Education, and with the growth in enthusiasm experienced this year. It is evident that limitations must be expected unless steps are taken now to provide the assistance needed. Some thought should also be given to the extent to which the Career Awareness Coordinator might coordinate her activities with the Elementary Supervisor, since their objectives for the schools are somewhat similar.

RECOMMENDATIONS CONCERNING CAREER EDUCATION IN JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS AND THE VOCATIONAL TECHNICAL CENTER

1. The exploration of Career Education at present in the junior and senior high schools is presently limited to occupations that currently are federally reimbursable vocations, under the provisions of the Vocational Acts. Consideration should be given to the expansion of Career Education exploration to include many more occupations or clusters of occupations.

2. Because of the suggestions supplied by the teachers in the senior high school, immediate steps should be taken to fully acquaint all teachers with the details of the Career Education project, keep them full informed of the progress of the project, and involve them in the implementation of the project. Such procedures would assure their support and increased cooperation.

3. Consideration should be given to the inauguration of regular meetings of elementary school principals, junior high school principals, senior high school principal and the vocational technical center principal. Such meetings will solve many problems of Career Education articulation.

4. Since the project is ultimately intended to encompass large numbers of careers, there will be a need to develop additional appropriate curriculums, and to purchase additional up-to-date equipment, additional supplies and materials. Thought should be given, therefore, to its immediate implementation with participation in the choices and decisions supplied by administrators, principals, teachers and students. Additional in-service programs, workshops and seminars will be required and they should be planned for at this time.

5. Although a new building is planned for the vocational technical center, it will be some time before it will be in operation. Therefore, attention should be given now to the replacement of obsolete and worn out equipment and the purchase of up-to-date equipment. It is recognized that the availability of sufficient funds will present a problem.

6. It is recommended that the vocational technical center should give immediate attention to the organization and utilization of craft committees for each of their vocational offerings. These advisory committees have the potential for instructional improvement, general advice, placement and other tasks.

7. Since the equipment now available for the industrial arts programs offered in the junior high schools restricts the offerings of a full

industrial arts program, plans should be made for a study by all industrial arts teachers concerning adequate equipment required, and the plans that will have to be made for installing the equipment in spaces and facilities which will be available when the new vocational technical center becomes a reality.

8. The present facilities of the vocational division of the Stratton Junior High School presents several safety hazards that should receive attention. In the body and fender repair shop, spray painting was being done without using the existing system for exhausting paint fumes. Sanding was being done in the open. Some combustible materials were stored in the open and not in the metal cabinets provided for that purpose. In the carpentry shop, the existing exhaust and ventilation equipment was inoperable. Since knowledge about industrial safety practices is an important segment about career information needed by students, the school safety provisions should be brought up to acceptable standards.

9. The Daniels Center appeared to have the necessary space and facilities to accommodate more students. It is recommended that more of the disadvantaged students be considered (and served) in the Daniels Center.

10. Steps should also be taken to correct some of the apparent safety hazards existing in the vocational technical center. Those in the automotive shop concerned the storage of combustible materials, the lack of use of the existing exhaust system for cars being repaired, and the crowded conditions of cars and equipment. In the machine shop, equipment was crowded together such as to create safety problems, and kinds of combustible materials were not separated. In the carpentry shop, the exhaust system was not being used, dangerous machines were close to each other, and some of the combustible materials were not stored in appropriate fireproof facilities. Here again, correct and safe industrial practices should be information provided students, as part of their career preparation.

11. The county school administration should be concerned with opportunities available to students on the total career ladder. It should therefore investigate and strongly pursue the possibility of having post-secondary programs offered in Raleigh County. Some possibilities may include encouraging (on a contractual basis) Beckley Junior College to offer associated degree programs, encourage the establishment of extension centers by the University of West Virginia, by Marshall University, or by West Virginia Institute of Technology. Raleigh County may wish to offer certificate programs itself, until some form of community college or four-year college facility becomes available.

12. In order to make the Advisory Committee more effective and to capitalize upon the interests of many who could support Career Education, the following additions to the Committee are recommended for consideration:

a. Manager of the Employment Security Division.
b. The continuing and basic adult education coordinators.
c. Representatives from the labor unions.
d. Parents

Advisory Committee activity should also be supplemented by an active and planned program of public information relative to Career Education.

13. The cooperative program should be broadened to include total Career Education offerings in semi-skilled areas, mid-management, management and professional fields.

14. Regular meetings should be scheduled to include elementary, junior and secondary school principals for the purposes of articulation, coordination, and complete understanding of the project. Also, the senior high school principal should consider holding periodic meetings with his department chairmen to plan the Career Education activities. Following each meeting, chairmen should meet with their respective teachers in their departments to implement and carry out decisions made at department chairmen meetings. Still further, the senior high school principal and the vocational technical center principal should meet frequently for the purpose of articulation and coordination of curriculums, activities, cooperative career placements and long-range planning.

15. The school administration should plan now for the continuation of the project by undertaking such long range planning as would identify future patterns of funding, organization, operation, involvement of all personnel, articulation, communication and information, community involvement, and a study of future facilities and equipment. To begin with, steps should be taken to assemble a county-wide planning group which would include C.A.M.P.S. and other such agencies that are willing and knowledgeable in matters pertaining to manpower needs, educational needs, Career Education, etc.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In conclusion, the administration and project staff are convinced that Career Education has had a lasting effect on education in Raleigh County. Students have become motivated and involved; teachers are enthusiastic and have become more attuned to the idea of relevance in education; parents are interested and have become involved; local business and industry have become more knowledgeable about the needs of the schools; and the schools have become aware of the needs and demands of business and industry.

Some recommendations to further the implementation of the career education program in the project schools and to initiate the program in the remaining schools in Raleigh County to make the program county-wide, are contained in the following suggestions.

(1) There is need for further in-service education for all teachers and administrators to bring about an even better understanding of the overall concepts of the Career Education Project.

(2) The role of the advisory committee should be expanded to help deal with problems that arise during the year and to increase the knowledge of its members concerning the broad scope of the entire project.

(3) The cooperative work experience program should be expanded to include as many students as can be adequately supervised and evaluated.

(4) Parent involvement should be increased in as many ways as possible.

(5) Consideration should be given to other methods of continuing the use of para-professionals in the Guidance and Counseling Component if funding becomes a problem.

(6) More group counseling activities should be instituted to conserve counselor time until a better counselor-student ration can be obtained.

(7) Better lines of communication and information need to be established for all facets of the Career Education Project.

(8) Encouragement should be given to teachers to utilize more curriculum units to make the implementation of career education a smoother, free-flowing process in the classroom.

(9) Articulation from one grade level to another needs attention to prevent student experiences being repeated in succeeding years.

(10) More attention should be given to involving academic subject matter teachers at the senior high school level, who were not previously involved in any specific manner.

(11) The local administration should investigate and pursue the possibility of additional post-secondary programs in Raleigh County to extend opportunities for students to the total career ladder.

(12) The school administration should make current plans for the continuation of the project after federal funding has ended, to ensure its continuation.

The Career Education Project Staff is dedicated to the goal of making the program county-wide during the next school year, 1973-74. This means doubling the size of the program, but the staff feels that the experience of this first year will enable it to accomplish this goal. The expansion may be conditioned somewhat by the availability of funds, but the staff feels that better organization and cooperation will be able to overcome most other obstacles.

It is a known fact that today, more than ever before, the public is demanding that the educational system be held accountable for educating the youth of our society. The project staff believes that educators need to become sensitive to the needs of every student in the system and to create positive environments where individuals can meet success rather than failure. The staff feels that a comprehensive program in career education can serve as the vehicle to pull the curriculum together to meet the needs of students and increase the chances of student success. This success oriented learning should enable students to become productive and successful members of society, thus enhancing our efforts to account to the public.

For the benefit of those persons or school systems who may want to implement one or more of the components described as part of this project, data on the cost transportability of each component as well as the entire project may be found in Appendix X, page 246.

APPENDIX A

ORIENTATION

and

ASSESSMENT

PROGRAM

Beckley Employment Opportunity Center

STATEMENT OF PURPOSE
FOR
ORIENTATION AND ASSESSMENT

The purpose of this program is to introduce fifteen school dropouts to the world of work. The Beckley EOC, in carrying out a dropout program, has long been concerned with the problems faced by the dropout as he enters the labor force.

It is our intention to provide the dropout with the opportunity to learn more about himself and his place in the world of work. We hope to encourage the dropout in his thinking about what a job really means, why people work, and how one gets a job. Through guest speakers, films, field trips to work sites, and training facilities, the enrollee will become better acquainted with the type of work people do, how one prepares for a job, and what an employer expects from a worker.

An additional purpose of this orientation and assessment sessions is to serve some as a prelude to a vocational training program most of these youth will enter this summer.

In recent months, the Beckley EOC has assisted the Board of Education in its efforts to develop a program to allow dropouts to return to the school system and pursue a vocational program rather than be required to return to a "regular" school setting. We are very much encouraged by this plan. It is a first for this county. Previously, a person under the age of 18 was prohibited from using the local vocational school once he dropped out of school.

It is hoped the "Orientation and Assessment Session" will serve to complement this program; that the dropouts involved will see the relationship between job skills and job adjustment.

Monday, May 22, 1972

9:00 a.m. Introduction of staff and enrollees. Rules, regulations, grievances. Completion of MDT forms.

10:00 a.m. Break

10:15 a.m. Aims of Orientation and Assessment Session:

1. Why are you in this group.
    A. What do you expect to get out of this group.
    B. What are your responsibilities to the group. (Selection of activities and speakers by members of the group)

12:00 Lunch

1:00 p.m. History and function of Employment Security

2:00 p.m. Group Counseling:

1. Discussion of causes of unemployment
2. Why do you want to work
    A. Money
    B. Security
    C. Satisfaction
    D. Something to do--boredom
    E. Self-esteem, prestige
    F. External pressures (how others feel about your employment)

4:00 p.m. Conclude Program

Tuesday, May 23, 1972

9:00 a.m. What a meaningful job is and why
1. Goals
2. Success
3. Working Conditions
4. Monetary benefits
5. Dignity
6. Experience to be gained
7. Permanency

12:00 Lunch

1:00 p.m. Guest speaker--Mr. Shuff, Meadows Lumber Co.
"Employer Expectations"

2:00 p.m.	Group discussion of speaker's comments Responsibilities of working: 1. Employee-employer relations 2. Rules and regulations 3. Setting an example 4. Community and family responsibilities
4:00 p.m.	Conclude Program

Wednesday, May 24, 1972

9:00 a.m.	Guest speaker, James Robinson, Director of the Raleigh County Vocational-Technical Center--"Available Training"
10:00 a.m.	Group discussion of speaker
12:00	Lunch
1:00 p.m.	Field trip--Raleigh County Vocational-Technical Center
4:00 p.m.	Conclude Program

Thursday, May 25, 1972

9:00 a.m.	Discuss results of field trip to Raleigh County Vocational-Technical Center
9:30 a.m.	Guest speaker, Sherman Trail, Assistant Superintendent, Raleigh County Schools -- Topic: Program to Allow School Dropouts to Return to School and Take Vocational Training at Raleigh County Vocational-Technical Center
11:00 a.m.	Group discussion of speaker
12:00	Lunch
1:00 p.m.	Film: "When I'm Old Enough, Goodby"
1:40 p.m.	Group Discussion--pros and cons of returning to school
4:00 p.m.	Conclude Program

Friday, May 26, 1972

9:00 a.m.	Guest speaker: Automobile Mechanic
10:30 a.m.	Group discussion of speaker
12:00	Lunch
1:00 p.m.	Exercise in group decision making
4:00 p.m.	Conclude Program

Monday, May 29, 1972

9:00 a.m.	What the jobs are. Guest speaker: Jim Calvert: Local Labor Market Information
10:00 a.m.	Group discussion of speaker
12:00	Lunch
1:00 p.m.	Field trip to Meadows Lumber Co.
4:00 p.m.	Conclude Program

Wednesday, May 31, 1972

9:00 a.m.	Group discussion: What the Jobs Are 1. Discuss jobs seen from field visits 2. How he does it 3. Where he does it 4. When he does it 5. How many different kinds of jobs can you perform with the skills that you have
10:00 a.m.	Complete and discuss interest check list
12:00	Lunch
1:00 p.m.	Field trip to Wilcox Manufacturing Co.
4:00 p.m.	Conclude Program

Thursday, June 1, 1972

9:00 a.m.	How to look for a job 1. How to find out about jobs 2. Planning the job hunt 3. Things to consider when looking for work 4. Government employment A. Requirements

B. Pay and fringe benefits
C. Security
D. Promotions

10:30 a.m.	Guest speaker: Army Recruiter: "Training Programs in Military Service"
11:30 a.m.	Reaction to speaker
12:00	Lunch
1:00 p.m.	Guest speaker: Fred Burdiss -- "Drug Abuse"
2:30 p.m.	Reaction to speaker
4:00 p.m.	Conclude Program

Friday, June 2, 1972

9:00 a.m.	Getting the Job: Film: "Job Application and Job Interview"
9:40 a.m.	Complete sample applications and discuss film
12:00	Lunch
1:00 p.m.	Small Groups -- Role playing a job interview
4:00 p.m.	Conclude Program

Monday, June 5, 1972

9:00 a.m.	Opening for Guest Speaker A. Rehabilitation B. Mayor of Beckley--"Job Opportunities in City Government"
12:00	Lunch
1:00 p.m.	Evaluation of program by participants
4:00 p.m.	Program Ends

APPENDIX B

Raleigh County Career Education
Workshop Schedule
June 12-16, 1972

TIME	MONDAY 12	TUESDAY 13	WEDNESDAY 14	THURSDAY 15	FRIDAY 16
Morning 9:00-12:00	"The Need for Career Education" Dr. C. I. Jones Small Group Interaction on the Needs Concept Edward Woodall Seminar - "Validating the Public School Curriculum" Edward Woodall	"Career Education in W.Va." Herbert Holstein Director Lincoln County Career Development Project "Activities in Career Education" Herbert Holstein	"Career Education in the U.S" "Model for Career Education" Dr. Lee Olson	"Methods of Teaching Career Education" Activities M. L. Klaus Mary Abbott	"Developing Units for Career Education: Behavioral Objectives" Dr. Jonell Kirby
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon 1:00-3:00	"Career Education Concepts" Keith Smith Director of Guidance W.Va. Dept. of Education	"The Activity Centered Curriculum" Dr. Danny Fulks Director of Elementary Educ. Marshall Univ.	Developing Teaching Units for Career Education M. L. Klaus Mary Abbott	Work on Individual Career Education Units M. L. Klaus Mary Abbott	↓

Raleigh County Career Education
Workshop Schedule
June 19-23, 1972

TIME	MONDAY 19	TUESDAY 20	WEDNESDAY 21	THURSDAY 22	FRIDAY 23
Morning 9:00-12:00	"Developing Units for Career Education: Evaluation" Dr. Jonell Kirby	"Developing and Teaching a Unit on Career Education"	→	County Systems Support for Career Education Activities M. L. Klaus Mary Abbott	"Evaluation of Units Developed for Career Education"
	↓	Small Group Development Edward Woodall		Community Systems Support for Career Education Activities M. L. Klaus Mary Abbott	County Support Team
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
Afternoon 1:00-3:00	↓	Work on Research for Teacher Career Education Units M. L. Klaus Mary Abbott	Work on Individual Career Education Units M. L. Klaus Mary Abbott	Work on Individual Career Education Units M. L. Klaus Mary Abbott	Small Group Critiquing of Units County Support Team

APPENDIX C

June 5, 1972

RALEIGH COUNTY SCHOOLS

Career Education In-Service Program

9:00-9:15	Welcome	Mr. Sherman C. Trail Assistant Superintendent Raleigh County Schools
9:15-10:00	Speaker	"Concepts of Career Education" Mr. Keith Smith, Director, Division of Guidance, Counseling and Testing, West Virginia State Department of Education
10:00-10:15	Break	15 minutes
10:15-12:00	Speaker	"Career Education in Cobb County" Mr. Albert Price Career Development Specialist Cobb County Occupational and Career Development Program Marietta, Georgia
	Lunch	12:00 - 1:15
1:15-1:45	Coordinators	"Our Roles in the Raleigh County Career Education Project" Miss Anne B. Madden Elementary Career Awareness Coordinator Mr. Larry Anderson Jr. High Career Orientation Coordinator Mr. Richard Mann Job Placement Officer
1:45-2:30	Speaker	"The Role of the Teacher in Career Education" Dr. Jonell Kirby, Coordinator Counseling and Guidance Program Area, Kanawha Valley Graduate Center
2:30 -3:00	Summary	Mr. Albert Price

APPENDIX D

June 27, 1972

As you may know, the Raleigh County Board of Education has been funded with a federal grant of over one hundred thousand dollars to develop a "Research and Development Project in Career Education" for all schools, kindergarten through grade twelve, in Town District of our county school system. The idea of Career Education is a new concept being promoted vigorously by the United States Office of Education (USOE) and its current head, Commission S. P. Marland, Jr. You will find enclosed an article entitled "Why Career Education" which should give you some excellent insights into the rationale behind this new concept in education.

This project, by its unique nature, will require extremely close cooperation between our school system and the business and industry segments of our community. For this reason, the Raleigh County Research and Development Project in Career Education proposes to establish an advisory committee composed of representatives of business and industry in this area. Because of your prior record as a leader and outstanding representative of business and industry in our community, we would like for you to serve as a member of this advisory committee. I feel certain that your participation on this committee will benefit not only the school system, but also you and your fellow members of the world of business and industry.

If you feel that you would be able to serve your local school system in this capacity, please notify Miss Mary Louise Klaus, who is Project Director for this new program. She can be contacted in writing at the Raleigh County Board of Education, 105 Adair Street, Beckley, or by phone, 252-7355.

We are optimistically looking forward to your acceptance of this invitation.

Sincerely yours,

Guy Rumberg
Superintendent
Raleigh County Schools

Enclosure

WHY CAREER EDUCATION?

Every school year, as the school accepts each student, it accepts the responsibility for helping him to reach the next step in his development as a self-fulfilled, productive, and contributing member of society. In the typical comprehensive secondary school setting, this may involve his enrollment in a college preparatory course or in a vocational course. It also involves helping him to get the most out of every required course at all grade levels and to make the wisest possible choice of electives. For the school to meet this responsibility it is necessary to mount a studied campaign to make school meaningful for each student; to make it a vehicle whereby maturing self-insight is increasingly related, with logic and feeling, to the opportunities and demands of an ever changing world.

Ultimately, this responsibility for assisting each student in his career development must include helping each one to become satisfactorily placed in the next step beyond high school: -- college, business college, technical school, trade school, apprenticeship, or on a job. But let's get back to the schoolroom for a moment.

Students, whether bound for college, technical school, or work, should be taking courses for the same purpose: -- to help them get where they want to go, to BECOME WHAT THEY WANT TO BECOME. This is not a concept which should be introduced in high school; it should have its roots in the primary grades -- give reason for learning about the world around us, for acquiring knowledge as a background for choice, and for developing basic and, later on, specific skills.

All five-and six-year olds, entering school for the first time, already possess attitudes, aptitudes, abilities and interests. They also already possess some understandings and feelings concerning the life roles of persons with whom they have been in contact. This acquisition of information and the beginning development of values have been taking place in the home and community environment, usually on a limited and incidental basis. We would agree that, left to their own resources, pupils will continue to accrue information and experiences and to develop values but they will do this largely in an incidental manner.

Recognizing the limiting effect an inadequate information and experience base has had over the years on the self-actualization of the individual, and thus on society, some of our schools have developed formal programs or interventions designed to assist the individual student in career decision making at or near the point of decision making or exit from school.

More recently, these programs or interventions have been extended downward by some schools into the junior high school in order to provide students a more adequate background for decision making.

It is now being realized that career development is a continuous process which, if left unattended until the junior high years, will already have missed significant opportunities to help individuals expand their insights and competencies. In other words, every year --beginning in kindergarten -- during which we fail to provide our pupils with a program designed to foster career development, we may be narrowing the scope of career opportunities and personal fulfillment open to them.

It has been observed that formal and informal programs for career development have been provided by some schools, at some levels, for some students. The obvious corollary is that adequate, sequenced, and sustaining programs have not been provided for many students during their progress through our schools.

In his book Man, Education, and Manpower, Grant Venn stated, "If we want an education system designed to serve each individual and to develop his creative potential in a self-directing way, then we have work to do and attitudes to change." After quoting this passage during the January 1971 Convention of the National Association of Secondary School Principals, Sidney P. Marland, Jr., U. S. Commissioner of Education, followed with these words: "The first attitude that we should change, I suggest is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced, voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most grievous example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational. As a first step, I suggest we dispose of the term vocational education, and adopt the term career education. Every young person in school belongs in that category at some point, whether engaged in preparing to be a surgeon, a brick layer, a mother, or a secretary."

In a more recent address (to State Directors of Vocational Education in Washington, D.C., May 4, 1972), Dr. Marland reacted further to our traditional curriculum structure with these words: "Almost all of the shockingly high number of unemployed youth are products of the general curriculum and we can expect small improvement until the general curriculum is completely done away with in favor of a system of high school education with but two exits -- continuing education or employment -- and nothing else."

I would like to set the stage for some discussion by quoting one more passage from Commissioner Marland. (This is from an address given on May 26, 1972 at the Twelfth Annual Banquet of the Jefferson County, West Virginia Chamber of Commerce). Copies of the three addresses from which these statements were quoted are being left for you. Their full context is recommended reading. The final quote:

"Career education would provide the training....students require for successful employment and it would give them the education they need to bring personal fulfillment into their lives. It would teach reading, writing, and arithmetic as the fundamental skills. It would at the same time stress the ability to think, decide, and judge....the 'survival skills'. While career education will necessarily and properly embrace many of the vocational-technical education's skill-producing activities, it will also reach a large percentage of students presently unexposed to the usual vocational offerings."

"Career education, in sum, would reflect a far broader understanding of the purpose of each education in today's highly sophisticated, technical, change-oriented society....the need not only to fit a person to function efficiently but to make him aware of why he is doing what he is doing.... and to bring relevance to our classrooms for many who, with reason, now find them irrelevant."

Career education as defined and viewed in the Comprehensive Career Education Model (CCEM) includes ideally the total educational system. At this point in the development of the CCEM, clear statements and adequate descriptors specifying the interrelation and articulation of many existing education program components within the Model are not available. Achieving the goal of a total interrelated education program around the theme of career education will be dependent upon focusing specifically on this concern and adopting an appropriate solution strategy. Steps that might be taken in resolution of this problem will involve first, reaching agreement on the ever goal of establishing a total integrated educational system with all courses and program elements planned, organized, interrelated and sequenced in terms of career development and second, reaching concensus and commitment in cooperatively moving toward development of a clearer and more comprehensive definition of career education. At any point in the ensuing process the quality and comprehensiveness of the definition of career education will be related to the quality of our individual and collective input. An important factor to remember in this process is to recognize dissonance emerging from consideration of specific program or program activities and the present definition of career education as being, not contradictory but only contrary in the sense that new potential exists for enriching and enlarging the total concept or providing a basis for rethinking and/or redefining the specific program or program elements in question.

9-30-71

APPENDIX E

Resource Bibliography
for
Career Education

Grades Seven-Eight-Nine

Published by
Raleigh County Research and
Development Project in
Career Education

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FOREWORD

The Raleigh County Research and Development Project in Career Education was funded February 1, 1972, by a grant from the U. S. Office of Education. The funds are primarily concerned with the components of the project which are Career Awareness and Orientation, and Job Placement services for grades K-12. The Career Awareness component includes grades K-6 whereas the Career Orientation component will be utilized in the junior high schools in grades 7-9.

The Job Placement aspect will endeavor to place all students terminating their education whether they complete a course of study or drop out before completion, in further education, training or work programs.

The resource bibliography contains a detailed list with descriptions of available materials and equipment which can be utilized in the teaching of careers or occupations in the classroom setting. The teaching materials will be increased as further time and funds are allocated for purchase of new materials.

This resource guide has been prepared in hopes that it will assist teachers in administering better instructional services to students, so as to improve their perspective and outlook on work and occupations which are so vital to our daily lives.

Occupational Kits and Laboratories

Widening Occupational Roles Kit--Grades 6-9--$158.50
Work

The Widening Occupational Roles Kit (work) has been designed to help schools provide students a cohesive program to foster Vocational Maturity. This kit strives to assist students understand more about themselves and more about the world of work and people involved in work situations. Other aspects such as job duties educational training are included for the student's benefit.

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Job Experience Kits--Grades 7-12--$130.00

The Job Experience Kit provides simulated work experiences in twenty different occupations. It is designed to stimulate student interest in Career Exploration. Each kit gives the student a chance to try out realistic work problems in a specific occupation. The kit puts him inside the job. He is no longer limited to standing outside the work experience, trying to understand it through description alone.

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Occupational View Decks--Grades 7-12--$135.00

The Chronicle Occupational View Deck is a system for matching personal characteristics or preferences with occupations requiring those particular qualities. The View Deck is a tool to be used for exploring occupations and their relationship to personal characteristics and preferences.

Chronicle Guidance Publications, Inc.
Moravia, N.Y. 13118

Occupational Kits and Laboratories

Money Management Kits--Grades 1-12--$52.50

All phases of budgeting and banking are objectives in as real-life situation as possible are incorporated in this kit.

For the Student

(1) Saving account withdrawal slips
(2) Savings passbook
(3) Christmas Club Fund
(4) Savings Account Deposit Slips
(5) Checking Account Deposit Slips
(6) Check Books 1 & 2
(7) Check Book Record Pad
(8) Plastic Case

Students Role-play various activities with money such as renting their desks, paying hourly wages to students and depositing funds in Checking or Savings Accounts.

For the Teacher

(1) Payroll record chart
(2) Payroll checks
(3) 36 page instruction book
(4) Plastic case

T.S. Denison & Company, Inc.
5100 W. 82nd Street
Minneapolis, Minn. 55431

Job Family Series Booklets (Complete Set) -- Grades 7-12

The booklets group jobs by common factors such as interest and skill to help broaden students occupational considerations. Highly informative descriptions of work situations from interviews with workers and observation are covered. Wide range of jobs covered at all levels.

Areas covered are:

Jobs in Agriculture
Jobs in Art
Jobs in building construction trades
Jobs in clerical work
Jobs in education
Jobs in electronic data processing
Jobs in engineering
Jobs in health
Jobs in mathematics
Mobs in mechanical work

Job Family Series Booklets (continued)

- Jobs in outdoor work
- Jobs in performing arts
- Jobs in professional home economics
- Jobs in psychology
- Jobs in publishing
- Jobs in science
- Jobs in selling
- Jobs in social work
- Jobs in technical work
- Jobs in unusual occupations

Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Simulation Games in Career Education--Grades 7-12

Simulation Games permit the kind of discovery learning that occurs when students are involved with the process of decision-making in a realistic relevant and exciting manner.

(1) Life Career - Instructs students about career decision making in today's society. Helps to provide a feeling for what the future will be like, by showing how present-day decisions can have lasting consequences.

(2) Economic system - Each player takes one of three economic roles: worker, farmer or manufacturer and attempts to achieve a high number of points through competitive play.

(3) Consumer - Simulated real life experience dealing with problems encountered by todays consumer such as: credit ratings, money value, credit and borrowing money.

Western Publishing Company, Inc.
School and Library Department
150 Parish Drive
Wayne, N. J. 07470

Reference Volumes of Career Opportunities for Technicians and Specialist--Grades 7-12--$35.85 set

Each volume contains photographs of workers in actual work experiences with detailed information and descriptions of covered jobs, also includes earnings and benefits, educational requirements, type of work done, necessary personal qualities, working conditions, future outlook and other vital information.

Career Opportunities For Technicians and Specialist (continued)

Vol. I.	Agricultural, forestry and oceanographic technicians
Vol. II.	Community service and related specialist
Vol. III.	Engineering technicians
Vol. IV.	Health technicians
Vol. V.	Marketing, business and office specialists

Career and Occupational Series Books--Grades 7-9

These books explain the basic foundation of occupations for a student's reading. Each book explains duties, actual work performed, training needed and desired, and other work characteristics of that particular job. The author also, tries to give the students a glimpse of working conditions actually experienced while on the job.

The following books are available:

(1) So you want to be an Architect
(2) So you want to be an Accountant
(3) So you want to be a Chemist
(4) So you want to be a Dentist
(5) So you want to be a Doctor
(6) So you want to be an Engineer
(7) So you want to be a Lawyer
(8) So you want to be a Librarian
(9) So you want to be a Nurse
(10) So you want to be a Physicist
(11) So you want to be a Professional Officer
(12) So you want to be a Scientist
(13) So you want to be a Social Worker
(14) So you want to be a Surgeon
(15) So you want to be a Teacher
(16) So you want to go into Industry
(17) So you want to go into Journalism
(18) The Young Inventor's Guide
(19) Your Career in Federal Civil Service

Harper & Row Publishers
Keystone Industrial Park
Scranton, Pennsylvania 18512

Tools and Related Equipment

Tool Kits are provided for the students to participate in actual hands-on experiences in working on Career Related Projects.

Tools and Equipment included are:

(1) Wood Plane
(2) Folding Rule
(3) Level
(4) Try Square
(5) Carpenter Saw
(6) Wood Chisel
(7) Crosscut Saw
(8) Screwdriver
(9) Hand Drill
(10) Pliers
(11) Staple Gun
(12) Assorted Nails
(13) Paint Brushes (2 in.)
(14) Tool Boxes--For storage of tools
(15) Black & Decker ¼" power drill
(16) Black & Decker Jig Saw
(17) Assorted Drill Bits

SVE-Singer-Career Education Filmstrips with cassettes

A. Job Opportunities Now

An informative series of filmstrips introduces students to the world of work. Full color on-site photographs and recorded narration provide students with information relative to job opportunities in several fields and stress jobs which do not require a college degree.

Filmstrips available in this set:
(1) Requirements in the World of Jobs (14½ min.)
(2) Achieving Success in the World of Jobs (13 3/4 min.)
(3) Job Opportunities in a Restaurant (14½ min.)
(4) Job Opportunities in a Hospital (15½ min.)
(5) Job Opportunities in a Department Store (14 min.)
(6) Job Opportunities in a Supermarket (14½ min.)

B. Foundations for Occupational Planning

This set of filmstrips aids students in evaluating their own individual characteristics and relating them to the world of work.

Filmstrips available in this series:
(1) Who are you?
(2) What do you like to do?
(3) What is a job?
(4) What are job families?
(5) What good is school?

C. Choosing a Career (10 min.)

This filmstrip examines important factors to be considered when choosing a career. It gives the opinions of young people from many ethnic and Socio-Economic backgrounds.

D. Learning to Use a Sewing Machine (Each filmstrip 13 min.)

Full-color photographs, including many close-ups, portray habits that must be developed to insure efficient machine operation. Simple exercise orient students to essential principles being taught. Photographs are of the Singer Touch and Sew Sewing Machine.
(1) Basic parts and their functions
(2) Learning to guide fabrics
(3) How to thread
(4) How to stitch

SVE-Singer (continued)

E. Introduction to Business Machines

A comprehensive overview of all major classes of machines used in today's business offices. Full color photographs portray machines in office settings serving typical office needs. The beginning student is made familiar with each type of machine and its capabilities.

(1) Typewriters-Manual, Electric, Automatic typewriters and other keyboard machines
(2) Dictating and Transcribing machines
(3) Adding and calculating machines
(4) Duplicating and copying machines

F. Getting Your Money's Worth

Full color photography and recorded narration present an excellent way for students to learn basic consumer skills needed in today's marketplace, and to see how intelligent consumer practices help one to get the most from his resources.

(1) Why you need consumer know-how
(2) A Blueprint for Money Management
(3) Buying wisely
(4) Making Credit Work For You
(5) Saving to reach your Goals
(6) Let the Buyer Beware

Guidance Associates

Filmstrips-with cassettes-related to Career Education

(1) Likeing your Job and Your Life
(2) Trouble at Work
(3) On the Job: Four Trainees
(4) Careers in Materials Engineering: The Aerospace Age
(5) Your Future in Elementary Education
(6) Jobs for High School Students
(7) An Overview of Technical Education
(8) A New Horizon: Careers in School Food Service

Guidance Associates
Pleasantville, New York

Guidance Associates (continued)

(1) Liking Your Job and Your Life

Students meet a black construction worker enthusiastic about outdoor work that demands highly specific skills; a female worker who enjoys intricate work and being able to give her family a better living standard; a dedicated Spanish-American community worker dealing with people, power and social change; a self-employed TV-radio repairman who sets his own hours, takes pride in his craftmanship and independence relate their work experiences in this filmstrip.

(2) Trouble at Work

Explores typical on-job conflicts and tension between: The apprentice mechanic impatient with menial chores and the master mechanic who progressed slowly and expects others to do the same; the hospital worker with family problems and the supervisor who can't tolerate excessive absenses; the mistake-prone salesgirl and the supervisor whose manner discourages her from asking questions; the filling station attendant, content with low pay and easy work and his ambitious pal looking for a better life.

(3) On the Job: Four Trainees

Program builds strong personal portraits to inspire students identification with various trainees, awareness, and also demonstrates: (1) poor school performances and lack of diploma need not preclude successful career development. (2) On-the-job learning is very different from textbook learning. (3) Discovery of a youngster's job aptitudes is a major step toward career achievement. (4) "Upgrading" training programs exist in a variety of employment fields throughout the United States.

(4) Careers in Materials Engineering: The Aerospace Age

Students see the importance of metallurgy in present space projects: Saturn/Appollo and the interplanetary Nova vehicle, in fuels and stressbearing parts, wiring and refraction. They explore metallurgy as related to consumer goods production, view patterns of international cooperation in metallurgy. Finally, students learn about careers now opening in the three main branches of metallurgy: Extraction, research and industrial.

Guidance Associates (continued)

(5) Your Future in Elementary Education

Program examines personal qualities which make good teachers and strongly emphasizes the intangible rewards of teaching. An undergraduate describes her liberal arts-based curriculum, courses in education and student teaching. Your group learns three basic principles of teaching: clarity, patience and responsibility. Students examine central objectives of early childhood education, development of subject areas and learning skills program also examines improving salaries, tenure and other benefits, postgraduate work in key specialties, and consultant work in many areas of elementary education.

(6) Jobs For High School Students

(Part I) Helps students explore their own reasons for wanting to work and helps them distinguish superficial job benefits such as pocket money from more important benefits such as experience. Points out common experiences and abilities which are often positive job qualifications in procuring work.

(Part II) Offers practical tips for locating job possibilities in the community such as, preparing for and following up the job interview. Discusses many jobs from babysitting and waiting on tables to construction, trade, industry and retail sales.

(7) An Overview of Technical Education

Part I describes the technical or "para-professional" job level, also examines technician's roles in engineering, food processing, food service, agricultural supply, farm marketing, industrial production and distribution, chemical, electrical and metallurgical research, civil service, health and medicine, data processing, accounting advertising and child development for benefit of students interested in technical or vocational training.

Part II gives detailed information on vocational education programs which prepare students for technical jobs. Filmstrip emphasizes availability and advantages of technical careers for students of many backgrounds.

Guidance Associates (continued)

(8) A New Horizon: Careers in School Food Service
A school food service director describes daily duties in dietetics and menu planning, staff management, purchasing and accounting, classroom teaching, controlling kitchen design, sanitation, use of new equipment, community work, and cooperation with faculty. This filmstrip also emphasizes the great and growing need for trained school service personnel and stresses personal and financial rewards.

APPENDIX F

September 14,1972

English 12 Teachers
Woodrow Wilson High School
240 Stanaford Road
Beckley, WV 25801

Dear English Teacher:

Job Placement services are now available to the students at Woodrow Wilson High School. Assistance will be provided in securing part-time employment during the school term and full-time employment as the students leave school and seek jobs. Career and employment counseling will also be available.

Student contact is essential if we are to organize an effective placement service. In that regard, I am requesting your assistance. With your approval, I would like to take your English classes for one full day, in order to provide the necessary information to seniors and have them fill out applications.

On the attached form, please sign your name beside the date on which you would be willing for me to take your classes.

Your cooperation in this matter would be greatly appreciated.

Sincerely,

Richard A. Mann
Job Placement Officer

Period	1	2	3	4	5	6
Mrs. Dye	D9	D9	D9	D9		D9
Mrs. Hughes		D5	D5	D5	D5	D5
Mrs. Jarrett	D8		D8	D8	D8	D8
Mrs. R. Summers	D6	D6		D6	D6	D6
Mrs. Vass	C7	C7	C7	C7	C7	C7

Dates Available. Please sign your name beside the date you prefer.

September 27______________________________
28______________________________
29______________________________

October 2______________________________
3______________________________
4______________________________
5______________________________
6______________________________

Thank you.

APPENDIX G

SURVEY OF GRADUATES

On September 10, 1972 surveys were mailed to one hundred and thirty-eight (138) graduates with whom this office had direct contact in the placement relationship.

Twenty-nine percent (29%) have responded. The attached summary represents the findings to date.

QUESTIONNAIRE FOR STUDENTS WHO HAVE GRADUATED

Directions: The school system is conducting a survey to learn what happens to the students who leave the school system, either through graduation or for other reasons. The purpose of this survey is to determine ways in which the school can better prepare its students for their post-high school careers. You have been selected to represent your class in this survey and it would be very much appreciated if you would take a few minutes of your time to answer the following questions.

PART I - ALL PERSONS. Everyone should complete this part of the questionnaire. Please check the column which most nearly corresponds to your opinions about each item.

	AGREE	DISAGREE	DON'T KNOW
1. Everyone has a responsibility to make a contribution to society through engaging in work.	90%	7%	0
2. The guidance and counseling I received in school was very helpful to me in making career decisions.	57%	32%	10%
3. If I had known earlier what I know now about my present activity (job, college, military, etc.), I would not have chosen it.	15%	55%	22%
4. I believe that I am making reasonably good progress in the career I have chosen.	42%	15%	2%
5. My teachers in such subjects as English, mathematics, science and social studies did a good job of relating their subject to the world of work.	65%	25%	2%
6. I am still undecided about the career I would like to pursue.	40%	42%	7%
7. I feel that the school did a good job in acquainting me with a variety of jobs and the requirements for entering these jobs.	60%	30%	2%

	AGREE	DISAGREE	DON'T KNOW
8. Every student should have some type of work experience as part of his education before leaving high school.	90%	2%	0
9. The experiences I had in non-academic subjects (such as industrial arts, art, music, home economics, business, etc.) were more helpful to me in making career decisions than the academic subjects.	40%	35%	25%
10. I have the right not to work at all if I wish, and to let society support me.	0	92%	2%
11. The counselors in my school were only interested in students who were going to college.	25%	60%	12%
12. In order to keep up-to-date in almost any job, an individual must continue his training even while he is working.	72%	12%	7%
13. I feel that in my present situation most of the information and simple skills I need were provided for me at the school.	62%	20%	10%
14. I'm finding out some things about my present situation that I think should have been made known to me before I made my choice.	45%	25%	25%

15. The following are ways in which students are influenced to select career goals. Please check the item which was the most important influence for you.

_____ a. Books, magazines or other literature.
_____ b. Parents.
_____ c. Brother or sister.
_____ d. Relative other than immediate family.
_____ e. Neighbor (adult).
_____ f. Friend.
_____ g. Job opportunities.
X h. Part-time job experience.
X i. Teacher
X j. Counselor
X k. Childhood interest.
_____ l. Assembly program.
_____ m. Other (Please specify). ____________________

PART II - PERSONS IN LABOR MARKET. To be completed by those persons who entered the labor market after leaving high school and did not go to college, a technical or a trade school.

1. How long after leaving school did it take you to find your first job? __________ months. 0 mo.--37%, 1 mo.--15%, 2 mo.--1%.

2. How did you get your first full-time job after leaving school? Check the item which was the most important influence for you.

   ________ a. By answering a want ad.
   ________ b. Private employment agency.
   ________ c. State Employment Office.
   ________ d. Help of school teacher.
   X e. Help of school counselor.
   X f. Help of friend or relative.
   X g. Applied directly, using own initiative.
   ________ h. Other (please specify) ______________________________

3. Was your first full-time job in a field for which you were trained in high school?

   48% a. Yes.
   52% b. No.

4. How effective and helpful was your high school program in preparing you for your present job?

   25% a. Very helpful
   21% b. Helpful.
   28% c. Not very helpful.

5. What changes in the school program could be made which would have prepared you better for your present job?

   a. Curriculum
   b. Facilities
   c. Placement
   d. ______________________________
   e. ______________________________

6. Are you now employed?

   65% a. Yes.
   35% b. No.

7. If employed:
   Employer ______________________________
   Position ______________________________
   Hourly rate of pay average $2.25

APPENDIX H

RALEIGH COUNTY SCHOOLS

CAREER EDUCATION-RESEARCH-DEMONSTRATION PROJECT

Placement Office

Part-Time Employment

Name______________________________ Phone_______________

Address____

____

Married_________ Single_______ Male_______ Female_________

Age_______ Date of Birth__________ Height______ Weight______

Physical Handicaps (if any)_________________________________

____

Home High School______________________________ Grade_______

Grade Average__________ Driver's License Yes No (Circle)

Skill Training (Vocational Class) _________ Teacher_____________

Previous Work Experience:

Employer	Date From - To	Type of Work

Types of jobs you would accept________________________________

____

____

Number of hours you wish to work after school_____________________

References (3) Names and Addresses:

________________________ ____________________________

________________________ ____________________________

________________________ ____________________________

RALEIGH COUNTY SCHOOLS
Placement Office

Job Order Form

Employer________________________ Address_____________ Phone__________

Contact ________________________ Position__________ Contact hrs._____

Job Opening_____________________ Number to refer______ Pay____________

Hours_____________________

Job Summary____

____

Skills____

Education and Training____

Other Requirements____

RALEIGH COUNTY SCHOOLS
Job Placement Office

____

_____________, _________________

This will introduce _______________

________________ for job interview

as related to our discussion on

________________________.

Richard Mann
252-7355 Job Placement Officer
Ext. 46 119 Second Street
Beckley, WVA

RALEIGH COUNTY SCHOOLS
Career Education Project

Drop Slip

Name________________________________

Address________________________________

____

Phone________________ Grade________

Birthdate________________________________

Comments:

School________________________________

Counselor________________________________

RALEIGH COUNTY SCHOOLS
Job Placement Office

Counselor's Referral Form

Student________________ Date__________

Reason for referral:________________

____

____

Comments:________________________________

____

____

____
Counselor

APPENDIX I

August 28, 1972

Description of Day's Activities

After Dr. Bottoms' address on the first day, the in-service participants divided into sixteen (16) groups of between twenty-five (25) and thirty (30) persons. In these group sessions, participants are to examine their feelings and reactions to career education and career development by responding to the work sheet which has been provided.

Each group will have a discussion leader who will further subdivide the group into small groups of five (5) or six (6) persons.

After lunch, a panel composed of Dr. Bottoms, Mr. Keith Smith, State Director of Guidance, and Dr. Jonell Kirby, West Virginia College of Graduate Studies, will tabulate and summarize the results of the group sessions, react to these results and answer questions from the participants.

August 29, 1972

Description of Day's Activities

After Dr. Hummel's presentation on the second day, there will be an offering of twelve (12) different presentations available to teachers. Teachers will select any three (3) of their choice to attend. Each presentation will be offered three consecutive times, an hour and twenty minutes each, as teachers rotate to the sessions of their choice.

During these three time segments, Dr. Hummel will visit all twelve (12) presentations for a brief period of time. Dr. Hummel will then summarize the day and his reactions to presentations when all the participants reassemble in the cafetorium.

August 28, 1972

Raleigh County Schools
Career Education In-Service Day

Presiding	Mr. Sherman C. Trail Assistant Superintendent
Welcome	Mr. William H. Baker Superintendent
Introduction of Speaker	Mr. Keith Smith State Director of Guidance
Speaker	Dr. James E. Bottoms State of Georgia Department of Education
Instructions for Group Sessions	Dr. Jonell F. Kirby W.Va. College of Graduate Studies
Break	Fifteen Minutes
Group Sessions	Room Assignments as Follows:

Group	Room	Group	Room	Group	Room
1 -	C-1	6 -	C-6	11 -	C-12
2 -	C-2	7 -	C-7	12 -	C-13
3 -	C-3	8 -	C-8	13 -	C-14
4 -	C-4	9 -	C-10	14 -	C-15
5 -	C-6	10 -	C-11	15 -	C-16
				16 -	C-17

Lunch 12:00 - 1:15

Panel (Cafetorium)

Tabulation and Summary of Results of Group Discussions - Panel Reaction to Results

Members - Dr. James E. Bottoms
Dr. Jonell F. Kirby
Mr. Keith C. Smith

CAREER EDUCATION - CAREER DEVELOPMENT
WORK SHEET

1. Rank in order of importance to individual growth through schooling.

_____ Educational Development
_____ Vocational Development
_____ Personal-Social Development

2. Rank in order of importance the following education objectives.

_____ Knowledge: Facts, Ideas, Concepts
_____ Reflective Thinking
_____ Healthy Feelings and Sensitivities
_____ Values and Attitudes
_____ Educational and Vocational Skills

3. Rank in order of importance to vocational development.

_____ Elementary school awareness and motivation for work
_____ Junior high orientation of work
_____ High school exploration for work
_____ High school skills development for work

4. Rank in order of importance in influence upon a person's vocation.

_____ Mother
_____ Father
_____ Teacher
_____ Peer
_____ Other ____________________

5. Rank in order of importance in making vocational decisions.

_____ Interests
_____ Scholastic Abilities
_____ Vocational Aptitudes
_____ Opportunities

6. Rank in order of importance in setting up vocational development programs.

_____ Materials
_____ Facilities
_____ Personnel
_____ Rationale (Program)

7. What a person brings to his educational or vocational training is more important than the conditions he finds there in terms of his development.

_____ Agree
_____ Disagree

8. Vocational development is more important for boys than for girls today.

_____ Agree
_____ Disagree

9. Career Education is most appropriate for those students who are not going to college.

_____ Agree
_____ Disagree

10. More effort should be spent in schools trying to relate all school subjects to the world of work.

_____ Agree
_____ Disagree

11. Neither the school as an institution nor the teacher as an individual has any responsibility to a student once he or she has left the school (either dropped out or graduated).

_____ Agree
_____ Disagree

12. Opportunities for specific vocational skill training at the high school level are adequate in the schools.

_____ Agree
_____ Disagree

13. Work experience should be a part of every student's education before he completes high school.

_____ Agree
_____ Disagree

14. A special course in careers should be provided at the junior high school level.

_____ Agree
_____ Disagree

15. One function of the public schools should be to develop occupational skills in all of its students.

_____ Agree
_____ Disagree

16. A student's time is too valuable to release him or her from school to receive on-the-job training on a half-day basis.

_____ Agree
_____ Disagree

August 29, 1973

Raleigh County Schools
Career Education In-Service Day

Presiding	Mr. Sherman C. Trail Assistant Superintendent
Introduction of Speaker	Mr. Keith Smith State Director of Guidance
Speaker	Dr. Dean Hummel Virginia Polytechnic Institute and State University
Instructions for Small Group Sessions	Mr. Keith Smith
Small Group Session I	10:25 - 11:15
Small Group Session II	11:25 - 12:15
Lunch	12:15 - 1:30
Small Group Session III	1:30 - 2:20
Summary of Day (Cafetorium)	Dr. Dean Hummel (2:30)

August 29th

SMALL GROUP SESSIONS - CHOICE OF THREE (3)

Room		
C-6	1.	"Magic Circle in Career Education" - Elementary Level: Miss Terri Taccone, Specialist, Elementary Guidance, West Virginia State Department of Education
C-7	2.	"Attitude and Output" - Mr. Keith C. Smith, Director, Division of Guidance, Counseling and Testing West Virginia State Department of Education
C-10	3.	"Testing, A Function in Career Education" - James E. Simmons, Supervisor of Testing, West Virginia State Department of Education
C-11	4.	"Special Project for Disadvantaged" - Mr. James Robinson, Director, and Mr. Jimmie Pennington, Assistant Director, Raleigh County Vocational-Technical Center
C-12	5.	"Mini-Prevocational Ideas" - J. G. Walker, Industrial Arts Instructor, Shady Spring High School
C-13	6.	"Occupational Roles and Patterns of Women" - (Not for Women Only) - Mrs. Gladys Gwynn, Counselor, Park Junior High School & Panel.
C-8	7.	"Who Knew Not Joseph" - Video Tape Presentation
C-5	8.	"I Want to be--" - Film Presentation, and "Career Education in the Environment" - Slide Tape Presentation
C-4	9.	Materials and Equipment Display - Miss Anne Madden, Raleigh County Awareness Coordinator
C-3	10.	Academic Tie-ins and Curriculum Units, Secondary Level - Mrs. Winnie Shumate, Park Junior High School Mrs. Lula Kirkpatrick, Stratton Junior High School Miss Gerlanda Amato, Park Junior High School Mr. Oliver Harper, Beckley Junior High School
C-2	11.	Academic Tie-ins and Learning Stations - Intermediate Level - Mrs. Beulah Boyden, Central Elementary School, Mr. Jesse Farley, Lincoln Elementary School
C-1	12.	Academic Tie-ins and Learning Stations - Primary Level - Mrs. Tamara Jones, Central Elementary School Mrs. Mary Hopkins, Mabscott Elementary School

SPECIAL NOTE: All Junior High School Social Studies teachers will meet in Room C-14 during the first small group session, from 10:25 until 11:15.

APPENDIX J

BUILDING BLOCKS TO CAREERS

JOB PLACEMENT

ORIENTATION

AWARENESS

Raleigh County
Research and Development
Project In
Career Education

Raleigh County Schools
Beckley, West Virginia 25801

AWARENESS

Awareness in careers will be implemented in eighteen Town District elementary schools in Raleigh County, Beckley, West Virginia, during the 1972-73 school year. The program will involve the principals of these schools and approximately two hundred teachers and five thousand pupils from Kindergarten through Grade Six.

PURPOSE AND ACTIVITIES

The purpose of the program is to develop in youth an awareness of self, the wide range of options open to each individual and the realities of the world of work. This will be accomplished through creative experiences such as role playing, model building, hands-on activities, field trips, the use of resource persons, participation in group activities, and the use of multi-media materials —all of which will be correlated with content subjects.

AWARENESS

An experience in becoming aware of occupations of those persons who are important and necessary to the pupils' lives will broaden their perception and knowledge of the scope of the world of work. Pupils will be exposed to a variety of occupations in the fifteen occupational clusters as designated by the United States Office of Education.

GOAL

Through awareness of occupations, it is intended that pupils will develop decision making skills in order to select those occupations they may be interested in exploring more thoroughly while in school and in pursuing beyond their school years.

ORIENTATION

Junior high schools located in Town District of Raleigh County, West Virginia, will be participating in Career Orientation as part of a research and development project in Career Education beginning with the school year 1972-73. The three junior high schools are Beckley, Park and Stratton, all located in Beckley, West Virginia; they enroll approximately 2,300 pupils.

FUNDAMENTAL ACTIVITIES

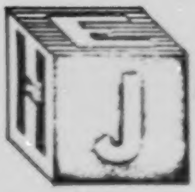
Pupils will experience a variety of planned activities which will assist them in exploring all facets of the world of work. Basic to all pupils will be the exploration of various careers in all work areas with teachers who will be inter-weaving information concerning occupations into all subject matter areas, as an extension of the classroom learning situation.

OTHER ACTIVITIES

Field trips, resource persons, simulated work experience and multi-media materials will be utilized in order to make classes as realistic and practical as possible. Mini-career courses—nine weeks classes in sewing, cooking, building trades and other areas—are being planned on an elective basis for further career exploration by pupils. Individual and small group field trips based on interest also will be encouraged.

CONCLUSION

In conclusion, Career Orientation should help assist pupils to make the next educational step a normal and logical progression, full of meaning and relevance. Emphasis will be placed on building proper attitudes toward work and helping all pupils realize they have a function and role as future workers.



JOB PLACEMENT SERVICE

The overall goal of the Placement Service is the placement of all pupils terminating their education in Town District Schools. Placement is defined to include jobs, further education and/or training.

JOB PLACEMENT

The Job Placement Officer makes contact and establishes a working relationship with business and industry for the purpose of publicizing occupational programs and finding job opportunities for the pupils. These contacts are made through letters, surveys, publicity and personal visits to local business and industry establishments.

The Placement Officer provides all available services to pupils who withdraw from school as well as those who complete their schooling and also provides assistance to pupils who seek part time and/or summer employment. Special emphasis will be placed on trying to develop a variety of cooperative work experiences.

OTHER ACTIVITIES

Group and individual employment assistance and vocational counseling will be provided to all secondary pupils. Referral services will be provided to teachers and counselors concerning resource persons, materials, and/or field trips. Close contact and cooperation will be maintained with other existing agencies, such as Employment Security and Vocational Rehabilitation, to assure that these services compliment one another and to prevent duplication of effort.

An on-going program of follow-up and evaluation will be utilized for improving, revising and/or planning for this service and other innovative projects.

GUIDANCE & COUNSELING

Improvement of Guidance and Counseling in the Project schools will be accomplished at all levels by a program in elementary counseling, addition of para-professionals at the secondary level, and in-service training of the present staff.

Special emphasis will be placed on group guidance techniques, involvement of parents and teachers, and utilization of outside agencies such as U. S. Employment Security, Department of Welfare, Vocational Rehabilitation, and other agencies. Additional testing in the areas of aptitudes for work and interest surveys will be done to help pupils become more self aware and more realistic in their occupational planning.

PROJECT ADMINISTRATION

This project is designed as a federal/state/local project, allowing for management inputs from each of these levels. This project design, and its implementation, includes the use of: (a) a Management Support Group, which will assist throughout project formulation and implementation, (b) a Consultative Support Group, which will assist in project formulation and implementation in an advisory capacity, and (c) an Independent Educational Accomplishment Audit Group, which will function as the third party evaluator in relation to the project.

RALEIGH COUNTY
RESEARCH AND DEVELOPMENT
PROJECT
IN
CAREER EDUCATION
STAFF

Mary Louise Klaus
Project Director

Richard A. Mann
Job Placement Officer

Larry E. Anderson
Orientation Coordinator

Anne B. Madden
Awareness Coordinator

Peggy Truman
Testing Coordinator

Brenda Greene
Secretary

ACKNOWLEDGMENT

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

APPENDIX K

Independent Evaluation
For

RALEIGH COUNTY
RESEARCH AND DEVELOPMENT
PROJECT IN CAREER EDUCATION

Negotiated Sub-Contract

In pursuance of this contract, Dr. Joseph T. Nerden of 2201 Dixie Trail, Raleigh, North Carolina, and a professor at North Carolina State University, has sub-contracted and agrees to comply with applicable general provisions for the negotiated cost-reimbursement contract as included in the Contract No. OEG-0-72-0774.

It is further mutually agreed as follows and as approved by the Raleigh County Board of Education.

SPECIAL PROVISIONS

ARTICLE 1. SCOPE OF WORK

The Sub-Contractor shall perform the work and/or services as described below, in consideration of payment not to exceed $4,500 in providing an evaluation of the first year of operation of the Research and Development Project in Career Education.

1. Develop the model or design for overall evaluation of the Research and Development Project in Career Education.

2. Assemble an evaluation team of five (5) professionally competent individuals, three (3) of whom are recognized individuals who have been or are now involved in Career Education activities.

3. Arrange three (3) days of on-site visitation in April 1973, by this evaluation team for data gathering, interviewing and other segments of the study.

4. Supply a written narrative report to the Raleigh County Schools consisting of an evaluation of the project in terms of what it purported to achieve and of suggestions and recommendations for the further improvement of the project.

5. Provide necessary technical services including computer work (if required) and typing of original documents.

ARTICLE 2. PAYMENT

The Contractor agrees to pay the Sub-Contractor as complete compensation for all work, services performed, and materials furnished under this sub-contract in an amount not to exceed the estimated cost. The estimated cost for this sub-contract is not to exceed $4,500.

ARTICLE 3. REPORTS AND MATERIALS

The Sub-Contractor shall submit to the Project Director five (5) copies (typed) of final report. These shall consist of one (1) original and four (4) carbon copies.

ARTICLE 4. SUB-CONTRACTOR

Work and services shall be conducted under the direction of Dr. Joseph T. Nerden of Raleigh, North Carolina.

ARTICLE 5. PROJECT DIRECTOR

The Project Director responsible for administering this sub-contract is Miss Mary Louise Klaus of Beckley, West Virginia.

ARTICLE 6. PUBLICATIONS

A. Any publication resulting from or primarily related to performance under this sub-contract shall contain the following acknowledgement:

The work reported herein was performed pursuant to a sub-contract with the Raleigh County Board of Education, Beckley, West Virginia, operating under a contract with the United States Department of Health, Education and Welfare, Office of Education.

B. The Sub-Contractor shall provide the Contractor with five (5) copies of any publication resulting from or primarily related to the work performed under this sub-contract.

In witness whereof the Contractor and Sub-Contractor have executed this Contract for evaluation as of the day and year below written.

The Raleigh County Board of Education

By____

Title: Superintendent of Schools
William Baker

By____

Title: Sub-Contractor
Dr. Joseph T. Nerden
2201 Dixie Trail
Raleigh, North Carolina 27607

Date: 8-1-72

I __________________________________, certify that I am the Project Director for the Corporation named as the Contractor, and that this sub-contract will be executed according to the conditions herein.

Mary Louise Klaus
Project Director

APPENDIX L

SELECTION AND FUNCTIONS OF PARA-PROFESSIONAL PERSONNEL IN CAREER EDUCATION

SELECTION CRITERIA (Personal Qualifications)

1. Capacity to relate well to youth with positive attitudes toward their development
2. Ability to communicate with and relate well to school personnel and people generally at all levels
3. Possess acceptable degree of maturity developed from personal experiences in community, through education, or travel
4. Emotional stability
5. Ability to take direction and follow through after training experiences
6. Cooperative attitude and positive reaction toward constructive criticism
7. Appreciation of necessity to maintain confidentiality
8. Post high school training and/or previous work experience
9. Satisfactory references
10. Clerical skills

JOB DESCRIPTION

1. Counselor Assistance

Clerical (typing, filing, etc.)
Data collection
Testing assistant
Dispensing career materials
Collection of guidance materials
Inventorying
Enrollment and orientation of new students
Completion of current cumulative record information
Consultation with individuals requesting counselor interview

2. Student Assistance

Health attention
Aid in selection of career materials and information
Completion of application forms (job, college, scholarship, etc.)
Keep students currently informed as to testing dates, special activities, etc., relative to student welfare

3. Other School Personnel Assistance

Arrange and assist with field trips
Assist with testing surveys in the classroom
Distribute career materials for use in classroom
Collect and dispense academic information on groups or individual students
Assist in operation of visual equipment and job simulation materials

APPENDIX M

Resource Bibliography
for
Career Education

Grades K-6

Published by
Raleigh County Research and
Development Project in
Career Education

FILMSTRIP SERIES

People & Goods Travel - K-6 Jam Handy
1-1171 Airplanes
1-1172 The Passenger Train
1-1173 The Freight Train
1-1174 Buses
1-1175 Trucks
1-1176 Boats and Ships

Airport Services - K-6 Imperial Films
1-141-1 Metropolitan Airport
1-141-2 Air Passenger Service
1-141-3 Air Cargo Service
1-141-4 Air Safety
1-141-5 Airport Workers
1-141-6 The Community Airport

The Ocean is Many Things - K-6 Imerial
140-1 The Ocean is Jobs for People
140-2 The Ocean is Transportation
140-3 The Ocean is a Home for Plants and Animals
140-4 The Ocean is Fun
140-5 Learning About the World Beneath the Waves
140-6 Looking at the Ocean

Composers of Many Lands - 4-6 Eye Gate
70-A Johann Sebastian Bach
70-B Joseph Hoydn
70-C Wolfgang A. Mozart
70-D Ludwig von Beethoven
70-E Felix Mendelssohn
70-F Frederick Chopen
70-G Stephen C. Foster
70-H Peter I. Tchaikovsky
70-I Edvard Grieg

America at Work - 4-6 Eye Gate
42A Agriculture
42B Building for Millions
42C How America is Clothed
42D Lumbering
42E Automobiles for Millions
42F Commercial Fishing
42G The Motion Picture
42H Coal Mining
42I Iron and Steel

Some Neighborhood Helpers - K-6 Eye Gate
107A Neighborhood Doctor
107B Neighborhood Nurse
107C Neighborhood Pharmacist
107D Neighborhood Optometrist
107E Neighborhood Barber
107F Neighborhood Beautician
107G Neighborhood Newspaper Store
107H Automobile Service Station
107I Neighborhood Fish Store

Workers for the Public Welfare - K-6 Eye Gate
140A Police and Police Protection
140B Fire and Fire Fighters
140C Post Office and Postal Workers
140D Education and The Teacher
140E Library and the Librarian
140F Social Service and The Social Worker
140G Sanitation and The Sanitation Workers
140H Transportation and Transportation Workers
140I Recreation, Park & Playground Workers

Foundations for Occupational Planning - 4-6 SVE
A778-1 Who Are You?
A778-2 What Do You Like to Do?
A778-3 What is a Job?
A778-4 What Are Job Families?
A778-5 What Good is School?

Community Helpers - K-4 Troll Associates
Hook & Ladder, Fire Department Story
Men in Blue, Policemen in Action
Special Delivery, Story of our Post Office
What a Doctor Sees When He Looks At You
Taking a Trip with a Book
How to Read a Newspaper
Oldest in the Class..My Teacher
A Visit to the Library

Our Government and How it Works - K-4 Troll
What is a Congressman?
What is a Governor?
What is a Mayor?
What is a President?

Children's World Series - K-3 McGraw-Hill
699121 The Milk We Drink
699122 Visit to a Shopping Center
699123 All Kinds of Houses
699124 A Loaf of Bread
699125 Winter Comes to the Country
699126 Summer Comes to the Country

Transportation Set: Community Series - K-4 McGraw-Hill
641271 Transportation in the City
641272 Transportation in Cars
641273 Transportation in Buses
641274 Transportation in Trucks
641275 Transportation in Trains
641276 Transportation in Airplanes
641277 Transportation in Ships
641278 Transportation in Elevators

Cotton Clothing from Field to You - K-6 Imperial
138-1 Cotton Growing and Ginning
138-2 Cotton Spinning and Weaving
138-3 Designing Cloth for Clothes
138-4 Silk Screen Printing
138-5 The Garment Factory
138-6 The Retail Store

FILMSTRIPS WITH CASSETTES

Neighborhood Series - K-3 Coronet
S112-1 Neighborhoods of Many Kinds
S112-2 Neighborhoods in the City
S112-3 Neighborhoods in the Suburbs
S112-4 Neighborhoods in Small Towns
S112-5 Neighborhoods in the Country
S112-6 Neighborhoods Change

Let's Explore the City - K-3 Coronet
S188-1 Downtown
S188-2 An Office Building
S188-3 A Manufacturing Area
S188-4 A Warehouse Area
S188-5 The Water Front
S188-6 A Shopping Center

Trees - 4-6 Coronet
S116-1 Different Kinds of Trees
S116-2 Their Structure
S116-3 Flowers, Fruits and Seeds
S116-4 How They Grow
S116-5 Their Products
S116-6 Their Importance

Foods We Eat - K-3 Coronet
S114-1 Vegetables
S114-2 Grains
S114-3 Fruit
S114-4 Dairy Products
S114-5 Meat and Poultry
S114-6 Fish and Seafood

Pioneer Community - 4-6 Coronet
S178-1 Family Life
S178-2 Foods
S178-3 Crafts
S178-4 Schools and Recreation
S178-5 Work and Trade
S178-6 Farm Life

Where Does It Come From? - K-3 Eye Gate
X231 - A Milk
X231 - B Bread
X231 - C Heat
X231 - D Water
X231 - E Books And Magazines
X231 - F Shoes

Let the Buyer Beware - 4-6 Eye Gate
X211-A Everything is Not What it Appears
X211-B Can You Believe Advertising
X211-C Johnny Has One
X211-D Measures, Values and Bargains
X211-E Use, Quality and Service
X211-F Is It Safe!

The Story of Communication - K-6 Eye Gate
53-A Signs and Signals
53-B Speaking and Writing
53-C Paper and Books
53-D Messengers
53-E The Mail Goes Through
53-F Communication by Sound
53-G Communication by Sight
53-H Communication by Electricity
53-I The Modern Means of Communication

The Story of Houses - K-6 Eye Gate
48-A The First Homes
48-B Strange Homes
48-C More Strange Homes
48-D The First Permanent Houses
48-E Dwellers in Tents
48-F Castle and Manor Houses
48-G Homes Around the World
48-H Homes of the American Indians
48-I Homes in the United States - Old and New

Let's Learn About Music - 4-6 Eye Gate
138-A The Music Alphabet
138-B Sharps
138-C Flats
138-D Rhythm, 4/4 and Common Time
138-E Time Signatures, 3/4 and 2/4
138-F Rests
138-G Key Signatures (Flats)
138-H Key Signatures (Sharps)

Our Neighborhood Workers - K-6 Eye Gate
96A The Baker
96B The Dairyman
96C The Shoemaker
96D The Tailor
96E Our Neighborhood
96F The Butcher
96G The Banker
96H The Watchmaker and Jeweler
96I The Fruit and Vegetable

The American Farmer and Our Food Supply - 4-6 Eye Gate
54A The American Farmer
54B Animals on the Farm
54C Machines on the Farm
54D Wheat for Bread
54E Corn for All
54F Dairy Farming
54G Cattle Raising
54H Fruit Farming
54I Truck Farming

Occupational Education - 4-6 and Sp. Ed. Eye Gate
117A The Job Interview
117B Stocker in a Supermarket
117C The Waitress
117D Fixing a Flat Tire
117E How to Use Your Checkbook
117F The Variety Store
117G The School Cafeteria Worker
117H The Nurse's Aide
117I The Gas Station

It's Fun to Read Music - 4-6 Eye Gate
172A Major Scales - Key of C
172B Major Scales - Key of F, B flat
172C Major Scales - Key of E flat, A flat
172D Major Scales - Key of D flat, G flat, C flat
172 E Major Scales - Key of G, D, A
172F Major Scales - Key of E, B, F sharp, C sharp
172G Minor Scales
172H Chromatic Scales

Our Community Utilities - K-6 Coronet
S148-1 The Telephone
S148-2 Electricity
S148-3 Gas
S148-4 Water

FILMSTRIPS WITH RECORDS
(1 record per 2 filmstrips)

Transportation: Our Railroads - 2-6 Imperial
223-1 Tracks, Yards and Signals
223-2 The Work Trains Do
223-3 From Engine to Caboose
223-4 Railroads Are People, Too

Good Health Habits - K-3 Coronet
S119-1 Keeping Well
S119-2 Keeping Clean
S119-3 Your Food
S119-4 Your Clothes
S119-5 Your Exercise and Posture
S119-6 Your Rest and Sleep

Let's Tell Picture Stories - K-3 Coronet
S165-1 My Home
S165-2 My Family
S165-3 My Neighborhood
S165-4 My Favorite Fun

Courtesy Series - K-3 Coronet
S143-1 Courtesy at School
S143-2 Courtesy at Home
S143-3 Courtesy in Public
S143-4 Courtesy at Play
S143-5 Courtesy when Visiting
S143-6 Courtesy at the Table

Traveling In and Out of Our City - K-3 Coronet
S149-1 The Airport
S149-2 The Railroad Station
S149-3 The Bus Station
S149-4 The Harbor

Getting Along in School - K-3 Coronet
S153-1 Being on Time
S153-2 Doing Things for Yourself
S153-3 Taking Care of Things
S153-4 Working With Others
S153-5 How Quiet Helps
S153-6 Listening and Following Directions

Transportation Today - 4-6 Coronet
S111-1 The Methods We Use
S111-2 Water Systems
S111-3 Rail Systems
S111-4 Highway Systems
S111-5 Air Systems
S111-6 Systems Work Together

Our Family is Black - 4-6 Coronet
S163-1 The Family Together
S163-2 Father At Work
S163-3 Mother Works Hard, Too
S163-4 Jerry's First Day at School
S163-5 Charles and His Friends

Developing Skills in Music Group I, II - 3-6 SVE
A678-1 Rhythm, Quarter Note and the Half Note
A678-2 Measures, Whole Note and Eighth Note
A678-3 Dotted Notes and Rests
A678-4 Accents and the Signatures
A678-5 The Staff and its Notes
A678-6 Major and Minor Scales, Accidentals and Chromatics
A678-7 Key Signatures
A678-8 Intervals and Phrases

How Records Are Made - Visuals for Teaching
1 record with Teacher's Guide, 1 filmstrip, 1 manual

Classroom Journeys - 2-6 Troll
A Trip to an Airport
A Trip to a Court
A Trip to an Electrical Power Plant
A Trip to a Sewage Treatment Plant
A Trip to a Police Station
A Trip to a Fire Station

History of Music - 4-6 EAV
SE8201 From Beginning Through the Middle Ages
SE8202 High Renaissance
SE8203 Age of the Baroque
SE8204 Classical Age
SE8205 Early Romanticism
SE8206 Later Romanticism
SE8207 Into the 20th Century
SE8208 Music of Our Time

Listening to Jazz - K-6 EAV
SE8251 Part 1 (Listening to Jazz)
SE8252 Part 2 (Jazz is a unique form)
SE8253 Part 3 (Jazz Performance is alive)
SE8254 Part 4 (Blues and spirit of Jazz)

Men of Music - 3-6 Eye Gate
205A G. Handel - Part I
205B G. Handel - Part II
205C G. Rossini - Part I
205D G. Rossini - Part II
205E F. Schubert - Part I
205F F. Schubert - Part II

205G G. Verdi - Part I
205H G. Verdi - Part II
205I Johannes Brahms - Part I
205J Johannes Brahms - Part II

Instruments of the Orchestra - 3-6 Eye Gate

163-a String Section - Violin
163-b String Section - Viola
163-c String Section - Violin Cello, Double-Bass
163-e Woodwind Section - Oboe, English Horn, Bassoon, Contrabassoon
163-f Woodwind Section - Clarinet, Bass Clarinet, Saxophone
163-g Brass Section - Trumpet, Cornet
163-h Brass Section - French Horn, Trombone, Tuba
163-i Percussion Section - Kettledrums, Tympani, Side or Snare Drum, Bass Drum, Chinese Drum, Tom-Tom
163-j Other Instruments of Percussion Section - Castanets, Tambourine, Gong or Tom-Tom, Triangle, Cymbals, Chimes, Glockenspiel, Xylophone, Marimba

My Mother Has a Job - K-6 Eye Gate

W400A The Advertising Agency Executive
W400B Retail Clerk
W400C The Nurse
W400D The Teacher
W400E The Commercial Artist
W400F The Factory Worker

World of Work Series - K-3 Edu-Craft

101 Wally, the Worker Watcher
102 The Newspaper Boy
103 The Junior Homemaker
104 Working with Electricity
105 Gas and Oil Workers
106 Telephone Workers
107 Carrying the Mail
108 Meet the Milkman
109 Drug Store Workers
110 Supermarket Workers
111 Service Station Workers
201 What Else Do Fathers Do? (K-6)
202 Just What Do Mothers Do? (K-6)
203 It's in your Hands (4-6)
204 Utilities - Electrical Workers (4-6)
205 Gas and Oil Workers (4-6)
206 Telephone Workers (4-6)
207 Distributive - Getting the Goods to Users (4-6)
208 Office Occupations (4-6)
209 Natural Resources - It's the Natural Thing (4-6)
210 Personal Services - At Your Service
211 Trade and Industry - Raw Steel to Rolling Wheels
212 Home Economics
213 Health Services - Helpint the Healing Hands

PICTURE STORY STUDY PRINTS - POSTERS

Supermarket Helpers - K-6 SVE
SP-123 Stocking Shelves
Packaging Produce
Serving Produce Customer
Store Dairy Manager
Preparing Meat
Customer Service
Checking Out an Order
Unloading Products

Hospital Helpers - K-6 SVE
SP-124 Surgical Group Operating
Ambulance Helpers
Reception Desk Helpers
Doctor Examining Patient
Preparing Patient for X-ray
Nurse and Aide
Dietitians Check Food
Physical Therapist

Neighborhood Friends and Helpers - K-6 SVE
SP-127 Neighborhood Librarians
Delicatessen Helpers
Coin-Op Laundry Users
Shoe Repair Helpers
Beauty Salon Operators
Parking Lot Attendant
Gas Station Attendant
Dentists and Dental Assistant

School Friends and Helpers - K-6 SVE
SP-126 Teacher in the Classroom
Teacher on the Playground
The Principal and Her Helpers
School Librarian
Hearing Tester
Custodians
Cafeteria Helpers
School Bus Driver

Keeping the City Clean and Beautiful - K-6 SVE
SP-128 Street Cleaning
Tree Care
Keeping Parks Beautiful
Refuse Collection
City Refuse Incinerator
Sewer Cleaning
Windown Washing on High Rise
Home and Yard Care

Postal Helpers - K-6 SVE
SP-121 Serving Customers
Mailbox Pickup
Canceling Stamps
Sorting Mail
Delivering Mail
Loading Relay Trucks
Highway Post Office Truck
Loading Mail at Airport

Dairy Helpers - K-6 SVE
SP-122 Farm Boy at Work
Using Milk Equipment
Checking Milkhouse
Milk Tank Truck
Milk Processing
Milk Bottling
Warehouseman Loading Truck
Home Delivery Milkman

How People Travel in the City - K-6 SVE
SP-129 City Bus
Jet Airliner
Taxicab
Subway Train
Elevated Train
Freeway
Computer Train
Ferry Boat

Fire Department Helpers - K-6 SVE
SP-120 Truck Company
Engine Company
Firemen with Equipment
Rope Drill
Answering a Call
Sleeping Quarters
Fighting the Fire
Fire Safety Instruction

Police Department Helpers - K-6 SVE
SP-119 Administering First Aid
Roll Call
Target Practice
Squad Car Officers
Traffice Control Officer
Cross Guard and Patrol Boy
Police Canine Patrol
Crime Laboratory in Operation

Moving Goods for People in the City - K-6 SVE
SP-130 Ocean Freighters and Railroad Cars
Fuel Oil Truck
Barge and Tugboat

Jet Freighter
Railroad Freight Yards
Ready-Mix Concrete Truck
Moving Van
Truck Terminal

A Family at Work and Play - K-6 SVE
A1853 Joy
Hatred
Sadness
Anger
Frustration
Satisfaction
Fear
Cheerfulness
Fascination
Sympathy
Tenderness
Thoughtfulness
Determination
Desolation
Yearning
Guilt

Instruments of the Orchestra - 3-6 J. W. Repper & Son, Inc.
Violin
Viola
Cello
Bass
Harp
Flute
Oboe
English Horn
Clarinet
Bass Clarinet
Bassoon
Contrabassoon
Saxophone
Trumpet - Cornet
French Horn
Trombone
Tuba
Tympani or Kettle Drums, Tom-Tom, Snare Drum, Bass Drum
Tambourine, Castanets, Triangle, Woodblocks, Cymbals
Bells, Celesta, Xylophone, Chimes
Tenor Saxophone, Baritone Saxophone, Glockenspiel
Sousaphone, Mellophone, Baritone

CASSETTES

Wheels, Paddles and Engines - 3-6 Troll
Airplanes
Automobiles
Boats
Jets and Rockets
Trains

Transportation and Communications - 3-6
HG6601 Early History
6602 Gradual Transition From the Old to the New
6603 Inventions: Their Backgrounds and Implications
6604 Modern Day Transportation and Communications

TAPES

Quiz - Instruments of the Orchestra - 4-6 EAV
TE 9061 Tr. 1 - Solo Instruments: String and Woodwind Families
(1-2) Tr. 2 - Brasses and Percussion Families
TE 9062 Tr. 1 - Solo Instruments: All four major instrumental families
(3-4)
Tr. 2 - Same title as above
TE 9063 Tr. 1 - Solo Instruments: Emerging from Orchestra
(5-6) Tr. 2 - Same Title as above
TE 9064 Tr. 1 - Solo Instruments: Emerging from Orchestra
(7-8) Tr. 2 - Same title as above
TE 9065 Tr. 1 - Combinations of 2 or 3 Instruments
(9-10) Tr. 2 - Same title as above
TE 9066 Tr. 1 - Combinations of 2 or 3 Instruments
(11-12) Tr. 2 - Quartets and Quintets

KITS

DUSO - Developing Understanding Of Self - AGS
Puppets, records, stories, charts, role play activities for developing awareness of self and others.

BOOKS

Come to Work With Us Series, by Sextant Systems/Children's Press
(Level 1-4) in a Hotel
in a Dairy
in a Hospital
in a Department Store
in a Bank
in an Airport
in Aerospace
in House Construction
in a TV Station
in a Toy Factory
in a Telephone Company
in a Newspaper

Title	Publisher	Grade Level
About Miss Sue, the Nurse	Melmont	1-3
About Jerry, Jimmy and the Pharmacist	Melmont	1-3
What Does a Diver Do?	Dodd-Mead	3-6
About Helpers Who Work at Night	Melmont	1-3
About Food and Where it Comes From	Melmont	1-3
About Paper	Melmont	1-3
What Does a Parachutist Do?	Dodd-Mead	3-6
What Does A Secret Service Agent Do?	Dodd-Mead	3-6
Careers in Music	Walck	4-6
Doctor's Tools	Lerner	3-6
Dentist's Tools	Lerner	3-6
About Truck Farming	Melmont	1-3
About Jack's Dental Check Up	Melmont	1-3
About Ready-to-Wear Clothes	Melmont	1-3
Nutcracker and Swan Lake	Walck	4-6
Boyhoods of Great Composers 1	Walck	4-6
Boyhoods of Great Composers 2	Walck	4-6
The Story of Mozart	Grosset-Dunlap	4-6
The Story of Stephen Foster	Grosset-Dunlap	4-6
Stephen Foster, Boy Minstrel	Bobbs Merrill	4-6
John Philip Sousa, Marching Boy	Bobbs Merrill	4-6
George Gershwin, Young Composer	Bobbs Merrill	4-6
The Sleeping Beauty and The Firebird	Walck	4-6
The Sorcerer's Apprentice	Walck	4-6
The Magic Flute	Walck	4-6
Playback: The Story of Recording Devices	Lerner	4-6
Keyboard Instruments	Lerner	4-6
The Heart of the Orchestra	Lerner	4-6
Follow the Leader	Lerner	4-6
The Beat of the Drum	Lerner	4-6
Folk Instruments	Lerner	4-6
Shining Brass	Lerner	4-6
Musical Notes	Lerner	1-6
The Woodwinds	Lerner	1-6
The Alphabet of Music	Lerner	1-6
Places of Musical Fame	Lerner	1-6
Musical Organization	Lerner	4-6
Let's Learn About the Orchestra	Harvey House	2-6
Rhythms, Music and Instruments to Make	Whitman	2-6
Music and Instruments for Children to Make	Whitman	2-6
Let's Go Series, G. P. Putnam & Sons		
to a City Hall		3-6
to the Capitol		3-6
to a Court		3-6
to the Telephone Company		1-3
to a Fire House		1-3
to a Television Station		1-3
to a Weather Station		1-3

	Publisher	Grade Level
Let's Go Series (cont.)		
to a Supermarket		1-3
to a Dairy		1-3
to the White House		3-6
to the U.S. Mint		3-6
to the Moon		2-4
to a Steel Mill		2-4
to a Police Station		2-4
to Vote		4-6
to a Newspaper		4-6
to an Atomic Energy Town		4-6
to a National Park		4-6
to a Post Office		2-6
to an Automobile Factory		2-6
to a Sanitation Department		2-6
to an Airport		2-6
to the Library		2-6
on a Space Trip		2-6
to a Bakery		2-6
to a School		2-4
to West Point		4-6
See Congress at Work		4-6
to the FBI		4-6
to Build a Suspension Bridge		2-5
I Know A Nurse	Putnam	1-3
I Know a Garageman	Putnam	1-3
I Know a House Builder	Putnam	1-3
I Know a Mayor	Putnam	4-6
Little Toot	Putnam	1-4
Open Door Books,	Children's Press	4-6
You're on the Air		
Enterprise		
The Road From West Virginia		
A World of Books		
Great Spirit		
Speaking Out		
New Fields		
Son of this Land		
Call it Fate		
Whatever You Can't Have		
Look to the Light Side		
The Lord is My Shepherd		
West Side Cop		
No Hablo Ingles		
Curse Not the Darkness		
A Long Time Growing		
Where There's Smoke		
What I'm About is People		

	Publisher	Grade Level
What Job For Me Series, McGraw-Hill		4-6
Burt the Policeman		
Tim the Draftsman		
Sandy the Lineman		
Judy the Waitress		
John the Second Best Cook in Town		
Ginny the Office Assistant		
Keep it Clean (Dry Cleaning Assistant)		
Phil the File Clerk		
Frank the Vending Machine Serviceman		
Carmen the Beautician		
Pete the Service Station Attendant		
Ned the Taxicab Driver		
Charley the TV Repairman		
Tom the Merchant Seaman		
Cool It, Man (Refrigerator Repairman)		
Nick the Waiter		
Betty and Her Typewriter		
Making a Living in Conservation	Stackpole	5-6
What Does a Cowboy Do?	Dodd-Mead	3-6
Let's Go to a Rocket Base	Putnam	2-6
About News and How it Travels	Melmont	2-4

OTHER BOOKS

	Publisher	Grade Level
Doctors and Nurses, What Do They Do?	Harper & Row	2-6
What Do They Do? Policemen & Firemen	Harper & Row	2-6
How Can We Get to a Zoo?	Whitman	1-3
Tommy on the Farm	Whitman	1-3
See--It Goes!	Whitman	1-3
I Walk to the Park	Whitman	1-3
I Know What a Farm Is	Whitman	1-3
I Live in the City	Whitman	1-3
That's Where You Live!	Whitman	1-3
Seven Little Postmen	Golden Book/Western	1-4
Scuffy the Tugboat	Golden Book/Western	1-4

MATERIALS

J. S. Latta, Inc.
P.O. Box 1276
Huntington, WVA 25701

PAPER

Class Craft Role with Vertical Rack Assortments:
Standard Assortment Vertical Rack with eight colors and white
- Yellow
- Orange
- Black
- White
- Pink
- Red
- Brown
- Green
- Blue

Primary Chart Paper
- 18 x 24 -- 24" ruled
- 100 sheets per pad

Adventure Papers
Railroad Board 22 x 28 -- 4 ply
- 100 sheets each
- Red
- Yellow
- Green
- Blue
- Lavender
- White

Corobull Corrugated Paper
- Assortment 24 rls 48" x 5'

PAINTS

Artista Powder Paint
- Blue
- Black
- Brown
- Magenta
- Turquoise
- Green
- Orange
- Red
- Violet
- White
- Yellow

Arts and Crafts

Sanford's Felt Tip Deluxe Markers
    4 color set
Do-All Draftsman Set
Brayer's Speed Ball
Permoplast Modeling Clay solid color
Shreddi-Mix Modeling Mache, 10 lbs.
Mod-Podge
Instruction Book
Hot Dish Mat Kit
Print Making Set
Block Print Press
Craft Weaving Loom 20"x12x2"
Plastic Mark (red) 6 sticks per box

Laminated Puzzles

Airplanes (3-5)
Animals (3-5)
Plants (3-5)
Transportation and Communication (3-6)
Occupations (3-6)
Community Helpers (3-6)

Ideal Playstore Cash Register
Dollars and Cents Kit
Toy Money in Cash Box
Stethoscope

AVAILABLE TOOLS

Quantity	Item
3	2 Speed Jig Saws (Black and Decker)
3	1/4" Electric Drills (Black and Decker)
3	Hand Drills
3	13/64 Howard Twist Drill Bits
3	Nails - 8 penny nails and 4 penny nails
3	Twist Drill Bits (for Black and Decker Jig Saw) 5/36"
3	Twist Drill Bits (for Black and Decker Jig Saw) 7/32"
3	Twist Drill Bits (for Black and Decker Jig Saw) 1/8"
	One in each of 17 schools
1	Tool Chest with Shelf
1	Square and Level Combination
1	5 oz. Hammer
1	Chisel
1	C Clamp
1	6" File
1	6' Folding Rule
1	Screwdriver
1	Nail and Tack Assortment
1	Wood Screw Assortment
1	5-piece Saw
1	Adjustable Wrench
1	Pliers
	One in each of 18 schools
1	Money Management Kit with Teacher's Guide
1	Student's Money Management Kit
	Above are consumable items

APPENDIX N

CAREER AWARENESS FIELD TRIP

Parent Permission Form

____________________________________, a student in the ________

grade at ______________________________School, has my permission

to be a participant in the class field trip for Career Education

to ______________________________________ on __________________.

(name of place) (date of trip)

____

Signature of Parent

Please have your child return this form to his teacher as soon as possible.

TO:

FROM: Career Awareness Coordinator

SUBJECT: Field Trip Arrangements

Bus transportation has been arranged for your class of ________ grade students of ______________________________ School to tour the ____ on ______________________________, ______________________. The bus will leave the school shortly after ________________ and return about _______________.

Personnel at the ____ will be ready for you and your class at ______________.

I'm hoping it will be an enjoyable and worthwhile Career Education experience.

REQUEST FOR CAREER AWARENESS MATERIALS
(by week)

School______________________________ Grade Level__________

Teacher___________________________Name of Unit____________

Date	Materials Requested (Consumable)	Filmstrips and/or Books	Resource Persons	Field Trip

CAREER AWARENESS FIELD TRIP FORM
FOR TEACHER, PRINCIPAL, AND COORDINATOR

School______________________________ Date______________

Teacher_____________________________ Grade_____________

Field Trip To____

Number of Students Participating______________

Time Leave__________________ Time Return__________________

Bus Number__________________

Bus Driver__________________

Total Mileage_______________

Parents or Other Chaperones Attending:

____

____

____

____

RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

TO: Principals, Town District Schools

FROM: Career Awareness Coordinator

SUBJECT: Units, Materials, Field Trips

May I ask each principal to distribute a form to the teachers and obtain information concerning career awareness units? If teachers are interested in developing or previewing units, I would appreciate your obtaining the teacher's name, grade level and unit titles requested. Would you then please forward the form to the Career Awareness office? Compilation of units has been completed and they are ready for distribution. Your assistance will provide speedier distribution.

Secondly, teachers requesting materials for implementing career awareness in their classrooms are asked to specify the materials they they wish provided from this office. For example, if you need paper for a wall mural, please state the length in feet or yards, and color. If it is poster paper state number of sheets and color, clay, felt pens, etc. If, however, you are requesting materials which we must order, as wood, paste, nails, etc., it is important that you indicate exactly what you need. We will try to provide those things which will benefit furtherance of your implementation of the career unit. A form has been provided for this purpose. We are on a budget and it is necessary to share materials such as filmstrips, books and posters, so it is important that planning a week at a time will allow for greater sharing of materials. I regret the delay in filling orders for materials. Perhaps if teachers would submit their request forms to the principals and they in turn be sent to the Career Education office, there may be speedier response.

Lastly, arrangements for field trips which require utilization of school buses must be handled through the Career Education office. The principal or teacher may notify the coordinator concerning a field trip at least a week in advance. Final arrangements as to date and time will be given to the school principal or secretary. Upon completion of the field trip, the teacher is to provide the principal and coordinator with the form stating the bus number, name of driver, number of students, school and grade level, date and round trip mileage. Since there had been some misunderstanding concerning these details, I hope this will clarify any questions. However, if any further questions arise, I would appreciate your calling the Career Awareness office. Since this program is new, only your patience and cooperation will help it through to function properly.

Thank you.

APPENDIX O

Survey of Senior Class
Woodrow Wilson High School
October 1972

The attached results represent students responses to a survey recommended by the evaluation agency contracted by this project.

Five hundred sixty-three seniors responded to all or part of the survey. Percentages given are percentage of number of students answering each item, this accounts for differences in the totals between items.

Also attached are copies of spontaneous comments and double or triple checked items, most of them critical. Six percent of the students gave responses not requested. This percentage is small but represents strong feelings among these students.

Responses to item twenty-four (24) have been listed. Those which were mentioned two or more times are listed in rank order with number of students indicated.

QUESTIONNAIRE FOR STUDENTS IN GRADES 10-12

Directions: Most of you are now either preparing for a job or engaged in studies which will prepare you to enter a college, a university, or technical school when you complete high school. We are interested in finding out how you made the decision to follow your present course of action and how the school helped you (or did not help you) make this decision. It would be appreciated if you would take a few minutes to complete the following quesionnaire which will help us answer these questions. There are no right or wrong answers to these items. Just check the item which corresponds to your opinions. Thank you.

1. Listed below are ways in which students are influenced to select a school program. Please check the item which was the most important influence for you.

N	%		
32	15.83	a.	Books, magazines, pamphlets or other literature.
90	17.20	b.	Parents
34	6.50	c.	Brother or sister
21	4.00	d.	Relative other than immediate family
5	.95	e.	Neighbor (adult)
43	8.20	f.	Friend
74	14.12	g.	Job opportunities
28	5.43	h.	Part-time job
25	4.77	i.	Teacher
32	6.10	j.	Counselor
56	10.68	k.	Childhood interest
2	.38	l.	Assembly program
31	5.91	m.	Other (please specify) ______________________

On the following items check the appropriate column:

		AGREE	DISAGREE	DON'T KNOW
2. Students should start learning about the world-of-work in elementary school	N	423	101	31
	%	76.22	18.20	5.59
3. I feel that I have a good understanding of the kinds of jobs that are available in my community.	N	214	258	78
	%	38.90	46.90	14.18
4. More time should be devoted in school to the study of careers and occupations.	N	479	38	23
	%	88.70	7.00	4.25
5. I have not made a choice of careers yet; I am still uncertain.	N	251	273	32
	%	45.14	49.10	5.75
6. A special course in careers or occupations should be made available as an elective for all students in the junior high school.	N	480	41	27
	%	87.60	7.48	4.92

			AGREE	DISAGREE	DON'T KNOW
7.	If I had known earlier what I know now about the career I am preparing for I would not have chosen it.	N	66	333	151
		%	12.00	60.54	27.46
8.	The guidance and counseling I have had in school has been very helpful in making a decision about a career.	N	129	381	48
		%	23.11	68.27	8.60
9.	I feel that it is too late now for me to change my mind about my plans after high school and change to a different curriculum.	N	108	375	60
		%	19.88	69.06	11.04
10.	My experiences in non-academic classes (such as industrial arts home economics, art, music, introduction to business, etc.) were more helpful to me in choosing a career than my academic subjects (such as English, math, science, history, language).	N	278	171	94
		%	51.19	31.49	17.31
11.	I feel that everyone has a responsibility to get a job and make a contribution to society.	N	469	50	44
		%	83.30	8.88	7.81
12.	I feel that I have a good understanding of the skills necessary and the training required for a large number of occupations.	N	219	258	72
		%	39.90	47.00	13.10
13.	The most important factor to consider when choosing a career is how much money I will make.	N	108	421	19
		%	19.70	76.82	3.46
14.	I think that the career choice I have made is a good one.	N	358	21	176
		%	64.50	3.78	31.71
15.	Once I have finished preparing for my career I do not plan to ever go back to school.	N	121	217	210
		%	22.08	39.60	38.32
16.	There would be fewer discipline problems in schools if more time was spent on helping students learn about careers and how to make a living.	N	327	100	117
		%	60.10	18.40	21.50
17.	The counselors in my school are only interested in kids who are going to college.	N	146	242	158
		%	26.75	44.32	29.00

			AGREE	DISAGREE	DON'T KNOW
18.	I believe that I am making reasonably good progress toward the career I have chosen.	N	360	68	132
		%	64.28	12.14	23.57
19.	I believe that you don't really have to work to get along in this world.	N	38	470	35
		%	7.00	86.55	6.45
20.	My teachers in such subjects as English, mathematics, science, and social studies have done a good job of relating their subject to the world of work.	N	194	313	42
		%	35.35	57.00	7.65
21.	Most of the literature about occupations in the guidance office is up-to-date and interesting.	N	190	112	244
		%	34.80	20.51	44.69
22.	In general, the school has done a pretty good job providing me with information upon which to base a career decision.	N	181	312	49
		%	33.40	57.56	9.04
23.	I think more vocational courses should be offered for high school students.	N	342	36	159
		%	63.68	6.70	29.20

24. Courses I would add are:

a.____________________

b.____________________

c.____________________

d.____________________

Student Responses to Survey of Senior Class

1. Listed below are ways in which students are influenced to select a school program. Please check the item which was the most important influence for you.

______ a. Books, magazines, pamphlets or other literature.
______ b. Parents
______ c. Brother or sister
______ d. Relative other than immediate family
______ e. Neighbor (adult)
______ f. Friend
______ g. Job opportunities
______ h. Part-time job
______ i. Teacher
______ j. Counselor
______ k. Childhood interest
______ l. Assembly program
___X___ m. Other (please specify) Jesus Christ and a very good minister friend.

	AGREE	DISAGREE	DON'T KNOW
8. The guidance and counseling I have had in school has been very helpful in making a decision about a career.	______	XXXX	______

Spontaneous written responses:
Only for my counseling for this year.
Lacking in counselor's understanding.
Very hateful in office, have no consideration.
There really hasn't been any in regards to career or job training.
No counseling at all.

17. The counselors in my school are only interested in kids who are going to college.	XXX	______	______

Spontaneous written responses:
If they are interested at all.
Only interested in kids who are rich.
Not really interested at all.
They are not interested in anyone.
Not interested enough.
They aren't interested in ANYBODY but their friends.
Not interested in anything but the money.

18. I believe that I am making reasonably good progress toward the career I have chosen.	X	______	______

Spontaneous written response:
But not because of school.

	AGREE	DISAGREE	DON'T KNOW
20. My teachers in such subjects as English, mathematics, science, and social studies have done a good job of relating their subject to the world-of-work.	X	X	

Spontaneous written responses:
Some of them but not all, very few have.
To an extent.
Definitely.

21. Most of the literature about occupations in the guidance office is up-to-date and interesting.	X		X

Spontaneous written responses:
Up to date but uninteresting.
Do they have any?
But counselors in guidance have not given them distribution.

23. I think more vocational courses should be offered for high school students.			X

Spontaneous written response:
If you don't have to get your hair cut for certain classes. I can see it in certain classes but not some.

24. Courses I would add are:

Student response and number

Heavy Equipment Operation and Maintenance	24
Career Courses	22
Computer Programming	14
Dental Assistant	12
Coal Mining	11
Plumbing	11
Practical Nursing	10
Sex Education	7
Family Planning	7
Cosmetology	7
Truck Driving	6
Photography	5
Aviation	5
Agriculture and Horticulture	5
Broadcasting	4
Dancing	3
X-ray Technician	3
Consumer Education	3
Military Careers	3
Shop for Girls	3
Child Care	2

Barbering	2
Small Engine Repair	2
Ecology Technician	2
Laboratory Technician	2
Cooperative Classes	2

Spontaneous written responses:

I think if the faculty would try to make learning more enjoyable and not try to be so stern that less people would drop out and people would learn more. The teachers really don't seem to have a true interest in us learning.

Career information - all careers for boys and girls. Responsibilities of life after high school, such as paying bills, car payments, insurance, just the responsibilities of getting out on our own. Many of us don't even know what to expect.

There should be more things offered in vocation for girls.

They should up-date present ones first.

Typing II -- Only business students are allowed to take this class.

I don't know of any specific courses, but there ought to be courses for us on the awareness and appreciation of the arts, especially music, which is my chosen field. There is very little available around here.

I would not necessarily add more courses, but make the existing ones more available to the students.

Recently, Woodrow Wilson added several classes which I thought were great and feel should have been added sooner. These include: Home decorating and maintenance and Interpretive dance.

I think each student should be required to talk to a guidance counselor at least once a year for a given time or an extended time if necessary, and that counselors be qualified in job career placement and not just scholastic placement as has been the case in my counseling.

Should up-date present courses. Ought to separate courses such as electronics, for example, so there is electronics (2 years) and the 1 or 2 semester electives concentrating on a certain phase of the subject such as microwave technology, computer application and repair, etc.

A course where you could work at different jobs before you make up your mind to plan your life around it.

Better equipment for girls gym and not just for boys football and basketball -- you never hear about girls volleyball or basketball. Kids aren't just money for teachers.

Credit should be given for all classes taken, not just the courses that have been around a while, such as dancing, piano lab, etc.!

I think there should be some kind of an assembly or class that would be of no credit, but explain to students the different careers, training needs, salaries, etc., of various jobs. Also explain to students how much college if any if needed, what courses he would have to take, etc.

I know of no certain courses; however, judging from the success of vocational school students, any enlargement or addition to this program would certainly be of value to the students as well as the community.

They need more space to work with some students because some students don't get to take what they want and have to take different classes where it isn't as crowded.

APPENDIX P

SUMMARY OF FOLLOW-UP
VOCATIONAL-TECHNICAL CENTER

Placement activity for the period February 1, 1972, (beginning of career project), to November 1, 1972, has been concentrated in the Raleigh County Vocational-Technical Center. The Center has operated an informal placement program centered around individual teacher effort.

The Project Placement Officer has attempted to coordinate and expand the existing placement program. Staff cooperation at the Center has been excellent and the program has been well received by business and industry.

Summarized below are the results of the standard vocational follow-up as reported to the Bureau of Vocational-Technical Education, State Department of Education.

School Year 1971-72

Total Students This Report	140	
Percent employed		71%
In field or related field	50%	
Non-related	21%	
Percent not available for employment		21%
Higher education or training	13%	
Not available--other reasons	8%	
Unemployed		8%
		100%

APPENDIX Q

October 13, 1972

TO: The Principal of ______________________

FROM: Mary Louise Klaus, Project Director

SUBJECT: Raleigh County Research and Development Project in Career Education

The Superintendent of Schools, William H. Baker, has been informed by the U. S. Office of Education that the Raleigh County Research and Development Project in Career Education will be funded for another year, 1973-74. The decision has been made to extend the program county-wide on a voluntary basis. This means that no school will be forced to participate in the program and each school is to decide for itself whether to become involved in the project. Although actual participation is almost a year away, your decision must be made now, because a proposal for this funding must be written during the remainder of this month of October. The names of the schools and the number of teachers and students to be included in the project must be part of this proposal.

Please discuss this matter with your faculty and make your decision as soon as possible. WE MUST HAVE THIS INFORMATION NO LATER THAN OCTOBER 20. Regardless of your decision, please fill out the information requested below and return in the self-addressed, stamped envelope enclosed.

______Yes, we do want to participate.

______No, we do not want to participate.

______Number of teachers

______Number of students

If you have any questions or need other information, call the Guidance Office, extension 46 or the Career Education Office, extension 75.

APPENDIX R

RALEIGH COUNTY RESEARCH AND DEVELOPMENT
PROJECT IN CAREER EDUCATION

Guidelines for Field Trips and Tours

1. All field trips must be coordinated through the Career Education Office so bus transportation and permission from the local business and industries can be arranged. Phone 252-7355, Extension 75.

2. All requests should reach the above office at least one week prior to the actual dates for which the tour is planned.

3. All trips must be scheduled at times which do not conflict with regular bus runs.

4. Bus rules and policies which apply whenever students are being transported also apply to the field trips and must be followed at all times.

5. It is recommended that interested parents be asked to help supervise and assist teachers on field trips.

6. Trips within walking distances may be scheduled by teachers but permission must be obtained from the principal and arrangements made with the business or industry to be visited.

7. Trips within walking distances must be reported to the Career Education Office so a final tabulation on the number and variety of tours can be made for evaluation purposes.

8. A sincere effort will be made to fulfill all requests for field trips but some limitations may need to be imposed because of the number of drivers and buses available and to allow all schools an equal opportunity to participate.

9. Teachers are reminded that all trips should be learning experiences and, as such, need careful planning, supervision and follow-up.

10. All participating students must have written permission from home for each trip taken. Blanket permission for the entire year is not acceptable.

11. It is not permissible to use automobiles for transportation. School buses only may be used.

OCCUPATIONAL FIELD TRIP

WHAT IS A FIELD TRIP?

Good as textbooks are, they are only one of a number factors that figure in the teaching learning situation. To neutralize their symbolic character, they must be liberally supplemented in the direction of concreteness. Field trips form the most natural means of supplementing the textbook. The term "field trip" is used to designate any organized excursion which is taken by school pupils as an integral part of their academic work, and primarily for educational purposes. Although field trips have many non-academic values, their major purpose is instructional, and as such, they are not to be identified with school trips taken to participate in athletic, musical or forensic contests, with hikes or picnics organized for pleasure purposes, or with sightseeing journeys taken by graduating classes. None of these activities should properly be called a field trip.

HOW DOES THE FIELD TRIP PROVE ITS WORTH?

Firsthand acquaintance with varied natural and social phenomena is an essential aspect of realistic school instruction. As one means to this end, the field trip technique possesses certain specific values of great significance.

Excursions:

1. Facilitate opportunity for personal experience which are real, concrete, dramatic, and hence, highly educational.
2. Provide sensory perceptions which cannot otherwise be experienced--the roar of machinery, the heart of a steel mill, the sight of real things in the real world of adults.
3. Deepen insights into even familiar phenomena in the environment, for as these matters are freshly interpreted, they take on new meaning.
4. Motivate school work by utilizing natural curiosity, and thus making possible those deep satisfactions which arise out of personal exploration and discovery.
5. Arouse student interest in new areas of thought and activity, thereby often leading to further individual reading and field explorations outside of school hours.
6. Integrate classroom instruction by exposing conventional subject matter divisions as artificial, and by enabling pupils to view facts and forces as they exist in their everyday relationships.

7. Enrich the instructional process for both pupils and teachers, since the very activity of jointly planning, executing, and evaluating an excursion provides a common experience of considerable educational significance.

8. Build character through the practical necessity of developing such traits as courtesy, patience, sportsmanship, cooperativeness, and the like.

Every community, however small or isolated, is a veritable microcosm of civilization, since within its own borders, the essential processes of living go on. That is why every school can richly extend its curriculum by utilizing local resources through excursion experiences.

Field trips are learning experiences. They are always certain community resources which the teacher cannot bring into the classroom. Hence, if he is to use these for instructional purposes, he will have to arrange for his pupils to go to them. The field trip usually represents this type of learning situation. A field trip is not just a random excursion. It is an organized visit to a selected point of interest. It is intended to be informative. On a field trip teacher and pupils come into actual contact with the activities which they are observing. They see real objectives and observe the carrying out of various activities. Let the interests and enthusiasm of the pupils be a factor in deciding what some of the activities of the follow-up are to be. Above all LET ORGANIZATIONAL AND CAREFUL PREPARATION BE YOUR BYWORD IN UNDERTAKING ANY EXCURSION.

THE FIELD TRIP

The field trip has proved to be an effective means of disseminating occupational information to students who are interested in choosing a vocation. It gives an insight into the variety of jobs involved in the world of work. It makes possible first-hand observation of workers on the job. It shows that cooperation is the keynote of modern industry and business. It gives information about the vast range of occupations. It is real audio-visual education.

A well-planned field trip includes three phases:

1. The preparation.
2. The trip and tour of the occupational area being studied in class.
3. The follow-up or evaluation.

The preparation for a field trip includes both detailed planning of arrangements for the trip with students and with business or industry and instructing the students as to the nature of the occupational area, the information to be gathered, and plans for the trip. The trip and tour of the occupational area includes both the travel time and the actual tour itself. The time spent on both of these can be made beneficial to the students. The follow-up and evaluation should include criticism of the trip as well as praise, a summary of the information obtained and suggestions for future field trips.

Field trips can be made for various reasons. Those participating should be aware of the specific purpose of the particular trip, as that the greatest benefits can be derived. Good behavior and manners need to be stressed both during and after the field trip. Don't forget to write that thank-you letter.

RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

BIBLIOGRAPHY OF CURRICULUM UNITS

ACKNOWLEDGMENT

The project presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Bibliography of Curriculum Units

The units listed in this bibliography were developed by Raleigh County teachers while participating in one of two in-service activities. These were an extension course from Marshall University, VTE 582 Career Development: Curriculum Development for Elementary and Secondary School Teachers, and a two-week EPDA Institute, Career Education Curriculum Development Workshop.

These units were turned over to the Career Education Staff who, together with a selected group of teachers, revised and put the finishing touches on them. To avoid duplication or omission of any major area of the fifteen occupational clusters recommended by the U. S. Office of Education some units were combined, revised or augmented.

These units are listed on the following pages according to title, occupational clusters covered and grade levels for which they were written. These units are available as guides to teachers wishing to implement career education in their classrooms. The Career Education Staff hopes that, in using these guides, the classroom teachers will feel free to add to, delete from or revise them into even more functional units. The backs of the pages have been left blank for teachers to make notations and recommendations.

Many of the multi-media resources listed in the units are available in the Career Education Office and may be obtained by calling the Board of Education Office, extension 75. Orders may be placed with the Awareness Coordinator for elementary schools, the Orientation Coordinator for junior high schools, and the Job Placement Officer for high schools.

It may be possible to adapt a unit up or down to the next grade level if there is none available on the occupational area needed at a particular grade level. Again, let it be stressed that these are guides only, and it is hoped that teachers will be creative and innovative.

RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Curriculum Units

All units listed below the underscored headings are bound together in one booklet.

Kindergarten and K-4 Combined Units

Title	Cluster
1. What's At a Bank (K)	Business and Office
2. My Family at Work (K-1)	Consumer & Homemaking
3 Our Families in the World of Work (K-1)	Consumer & Homemaking
4. Fireman & Forest Ranger (K-1)	Agribusiness & Natural Resources
5. A Visit to the Supermarket (K-2)	Marketing & Distribution
6. Barbering & Beauty Culture (1-3)	Personal Services
7. The Post Office (2-3)	Public Services
8. The Motel Business (3-4)	Recreation & Hospitality

Grade One

1. School Personnel	
The New School Environment	Public Services
Road Transportation	Transportation
Where Does Your Car Go	Transportation
2. Health - Who Keeps Me Well?	Public Services
3. Our Friend the Grocer	Marketing & Distribution
4. Newspaper Occupations	Communications & Media

Grade Two

	Title	Cluster
1.	Court Work Occupations	Public Services
2.	Conservationist	Environment
3.	Occupational Opportunities in House Construction	Construction
4.	Restaurant Occupations	Personal Services
5.	Milk from Farm to City	Agribusiness and Natural Resources
6.	Law Enforcement	Public Services

Grade Three

	Title	Cluster
1.	Automobiles	Transportation Marketing & Distribution
2.	Earning a Living Through Music	Fine Arts & Humanities
3.	Transportation - The Train	Transportation
4.	To Market, To Market	Agribusiness & Natural Resources
5.	The Marketing and Distribution of Foods	Agribusiness & Natural Resources
6.	Clothes for People	Manufacturing
7.	Television and Related Occupations	Communications & Media
8.	Calling for a Career: Telephone	Communications & Media
9.	Radio: A Communication Media	Communications & Media
10.	Road Transportation	Transportation

Grade Four

Title	Cluster
1. Public Service - The Police Department	Public Services
2. The Petroleum Industry	Agribusiness & Natural Resources
3. Aviation Careers	Transportation
4. Ecology	Environment
5. Bakery	Marketing & Distribution
6. Farm to Market	Agribusiness & Natural Resources
7. Neighborhood Helpers	Public Services
8. Water Company	Public Services
9. The Telephone	Communications & Media

Grade Five

1. Guarding Your Health	Health
2. Occupations in Health Services	Health
3. Let's Make A House	Construction
4. Money Management	Business & Office
5. Barbering as a Career	Personal Services
6. Radio Broadcasting	Communications & Media
7. Air Transportation	Transportation
8. Careers in Banking	Business & Office
9. Beauty in the Parks	Environment

Grade Six

	Title	Cluster
1.	Railroad Transportation	Transportation
2.	Occupational Opportunities in Music	Fine Arts & Humanities
3.	Occupational Opportunities in Newspaper Work	Communications & Media
4.	Pre-Teen News	Communications & Media
5.	Mining Careers	Agribusiness & Natural Resources
6.	The Monetary System	Business & Office

Grade Seven

1.	A Unit on Accounting	Business & Office
2.	Using Natural Resources Wisely	Agribusiness & Natural Resources
3.	Personal Service to Animals	Agribusiness & Natural Resources
4.	Health Services	Health
5.	Field of Banking	Business & Office
6.	Who Me, Music?	Fine Arts & Humanities
7.	Coal Industry Construction	Construction Agribusiness & Natural Resources

Grade Eight

1.	Business Office Employment	Business & Office
2.	Careers in Music	Fine Arts & Humanities
3.	Coal Mining	Agribusines & Natural Resources
4.	Marketing & Distribution	Marketing & Distribution
5.	Transportation	Transportation

Grade Nine

	Title	Cluster
1.	Newspaper & Journalism	Communications & Media
2.	Weather Forecasting	Environment
3.	Enforcement & Interpretation of the Law	Public Services
4.	The Television Industry	Communications & Media
5.	The City Recreation Department	Public Services
6.	Mining of Natural Resources	Agribusiness & Natural Resources
7.	Mechanical Drawing	Fine Arts & Humanities
8.	Industry & Related Occupations	Manufacturing, Personal Services, Transportation

Secondary Units - Combined Grade Levels

1.	Assembly Line Production (8-9)	Manufacturing
2.	Electricity (7-8-9)	Construction
3.	Commercial Art (7-8-9)	Fine Arts & Humanities
4.	Interior Decorating (7-8-9)	Fine Arts & Humanities
5.	Commercial Farming (8-9)	Agribusiness & Natural Resources
6.	The Securities Exchange Industry (9-12)	Business & Office

Secondary Curriculum Units - Special Education

1.	Driver's Education	Transportation
2.	Non-Professional Service People	Personal Services
3.	Marketing & Distribution	Marketing & Distribution

Secondary Curriculum Units - Guidance Oriented

1.	Women in the Changing World	*
2.	Helping Dropouts Find Work	*
3.	Getting the Job	*

*These units would apply to all clusters.

Raleigh County Schools

TO: All Teachers - Woodrow Wilson High School

FROM: Raleigh County Research and Development
Project in Career Education

SUBJECT: Implementation of Career Education in the Classroom

The Career Project Staff will attempt to provide whatever assistance possible to teachers who wish to engage in Career Education activities in the classroom. Please complete the form below and return it to the office.

1. Do you wish to include Career Education activities in your subject matter teaching? Yes_____ No_____

2. If yes, list below any ideas you have about what you would like to do.

____

____

____

3. What assistance, books, materials, audio-visual aids, etc., do you need?

____

____

____

4. Would you like to discuss your particular situation with a project staff member? Yes_____ No_____

5. List below any comments, suggestions, or criticisms related to our Career Education Project.

____

____

____

____

____

Name ____________________

Teaching Schedule

Period	Subject
1	
2	
3	
4	
5	
6	

RALEIGH COUNTY SCHOOLS

TO: All Staff Members--Town District Schools

FROM: Raleigh County Research and Development Project in Career Education

SUBJECT: Career Education Resource Persons

The Career Education staff is attempting to provide resource persons for classrooms and individual students. One area often overlooked is the job experiences of the school staff. Many educators have had a variety of work experiences outside the school setting. The combined work experiences of the staff in Town District should provide an extensive listing of job experiences.

Would you please complete the enclosed form indicating your work experiences and your willingness to serve as a resource person in your school.

We expect to compile a list of the resource persons available in Town District. Only those who are willing to talk with students will be included in the listing. Please complete the form even if you are unable to serve as a resource person.

Staff Experience Survey

Name____________________ School____________________

Position____________________ Degree____________________

Teaching Fields:
Major____________________ Minor ____________________

Years Teaching Experience____________

Work Experience (include military service)	Approximate length of time employed

Would you be willing to talk with individual students or groups of students about jobs in which you have had experience.

Yes________

No________

RALEIGH COUNTY SCHOOLS

Cooperative Education Program

TO: Member Dentists -
New River Dental Program

FROM: Richard Mann, Job Placement Officer
Raleigh County Schools

SUBJECT: Cooperative Education - Dental Assistant Training

Dentists who might be interested in the co-op program, as described at the November 15 meeting of the Dental Society, are requested to complete the form below and mail it to:

Richard Mann, Job Placement Officer
Raleigh County Schools
105 Adair Street
Beckley, WVA 25801

Name_______________________________ Phone_______________

Office Address____

Date you would like program started? Jan. 1972____ Sept. 1972____

Number of student trainees desired? 1____, 2____, More than 2____

Should this program require more than 1 year? Yes____ No____

Would you like to discuss this program with Mr. Mann? _________

If you wish to make suggestions, use the space below.

RALEIGH COUNTY SCHOOLS
Beckley, West Virginia

November 17, 1972

TO: All Principals in Town District Schools

FROM: Mary Louise Klaus, Director of Guidance

SUBJECT: Practicum in Career Education VTE 479-579

Will you please relate the following information to your faculty members who participated in the Career Education Class VTE 482-582 last spring and summer 1972. Their names are attached.

Dr. Charles Jones of Marshall University will be at Park Junior High School November 27 at 4:00 p.m., Room 13, for an organizational meeting for persons wishing to begin the Career Education Practicum. The course will be offered for both graduate and undergraduate students and carries three (3) hours credit. Tuition costs will be forty-eight dollars ($48) at the time of registration, which will not be done until the second semester.

All individuals planning to enroll in this course must have completed the previous offered class VTE 482-582 which is a pre-requisite.

Thank you for your cooperation.

APPENDIX 5

Proposal for the Initiation of a Summer Program of Vocational Orientation Utilizing the Exploratory Approach

for
Raleigh County Vocational Technical Center
229 Second Street
Beckley, West Virginia

James D. Robinson - Vocational Director
Richard A. Mann - Job Placement Officer
Larry E. Anderson - Career Orientation Coordinator

OVERVIEW

Through negotiations between the Raleigh County Career Education Staff and the Vocational Center, arrangements have been made to conduct a summer vocational program for students in grades seven through ten (7-10). The purpose of the program will be to provide opportunity for students to explore a variety of vocational course offerings. Hopefully this should provide students with insights and information which would facilitate future vocational choice.

Program Plan

A. Organization of Program. Traditionally, the twelve vocational shops in the summer program have been operated as skill training programs with little emphasis on occupational orientation for the younger students. The traditional structure will be maintained for upper classmen with the remaining training slots to be filled by younger students on a rotational basis. Students enrolled in the orientation phase will rotate through three (3) different shops, with emphasis placed on introductory skills. Upperclassmen will be utilized in a "Buddy System" in which the younger students will be assigned on a "One to One" Basis. This will provide an opportunity for the advanced student to exhibit and apply his skills and will assist the younger student through more individualized instruction.

B. Content of Program. Students will be allowed to select four classes in order of preference for rotation, on a two-weeks period for each class. Choices one and two (1 and 2) will be guaranteed, where possible, with the school selecting between choices three and four (3 and 4). This will provide the student with a schedule of three (3) shops of two-weeks duration each.

Available Classes of Instruction

Auto Mechanics
Body and Fender Repair
Building Trades
Commercial Foods
Drafting
Industrial Electricity
Machine Shop
Masonry
Mill and Cabinet
Radio and TV Repair
Sheet Metal
Welding

C. Student Recruitment. Any student in grades seven through ten (7-10) who exhibits interest in exploring vocational classes relevant to his interest area will be eligible to attend.

The staff of the Raleigh County Career Education Project will be responsible for the recruitment of students. When appropriate, guidance personnel in the home school will be utilized in dissemination of information and the selection of students. In schools where guidance counselors are not available, the Career Education Staff will provide the service.

The normal summer transportation schedule will be utilized which should provide adequate transportation without additional expenditure.

EVALUATION

A. Student Evaluation. It is recommended that student evaluation be accomplished through "Self Evaluation". The Career Education Staff in cooperation with the Vocational Technical Center will develop procedures and materials appropriate for this purpose.

B. Program Evaluation. Feedback from the administrative staff, instructional staff and students will be utilized in determining the overall impact and effectiveness of the program.

APPENDIX T

SAMPLE TRAINING AGREEMENT

Student's Name________________________ Birth Date________ Age______

Student's Address________________________ Telephone__________

School________________________ Telephone__________

Training Station________________________ Telephone__________

Address of Training Station________________________

Training Supervisor________________________ Position__________

Dates of Training Period: From________________ To________________

Average Number of Hours of Training Per School Day________________

Career Objective________________________

Criteria for Approval are the following:

1. the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
2. the training is for the benefit of the trainees or students;
3. the trainees or students do not displace regular employees, but work under their close observation;
4. the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;
5. the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and
6. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

RESPONSIBILITIES

The STUDENT-LEARNER considers his job experience as contributing to his career objectives and agrees:

1. To be regular in attendance, both in school and on the job.

2. To perform his training station responsibilities and classroom responsibilities in an efficient manner.

3. To show honesty, punctuality, courtesy, a cooperative attitude, proper health and grooming habits, appropriate dress, and a willingness to learn.

4. To conform to the rules and regulations of the training station.

5. To furnish the teacher-coordinator with necessary information about his training program and to complete promptly all necessary reports.

6. To consult the teacher-coordinator about any difficulties arising at the training station or related to his training program.

7. To participate in those co-curricular school activities that are required in connection with the cooperative vocational education program.

The PARENTS of the student-learner, realizing the importance of the training program in the student-learner's attaining his career objectives, agrees:

1. To encourage the student-learner to carry out effectively his duties and responsibilities.

2. To share the responsibility for the conduct of the student-learner while training in the program.

3. To accept responsibility for the safety and conduct of the student-learner while he is traveling to and from the school, the training station, and his home.

The TRAINING-STATION, recognizing that a training plan is being followed and that close supervision of the student-learner will be needed, agrees:

1. To provide a variety of work experiences for the student-learner that will contribute to the attainment of his career objective.

2. To provide training for the student for at least the minimum listed number of hours each day and each week for the entire training period.

3. To adhere to all Federal and State regulations regarding child labor laws, and other applicable regulations.

4. To assist in the evaluation of the student-learner.
5. To provide time for consultation with the teacher-coordinator concerning the student-learner and to discuss with the teacher-coordinator any difficulties the student-learner may be having.
6. To provide available instructional material and occupational guidance for the student-learner.

The TEACHER-COORDINATOR, representing the school, will coordinate the training program toward a satisfactory preparation of the student-learner for his occupational career objective and agrees:

1. To see that the necessary related classroom instruction is provided.
2. To make periodic visits to the training station to observe the student-learner, to consult with the employer and training supervisor, and to render any needed assistance with training problems of the student-learner.
3. To assist in the evaluation of the student-learner.

Additional Comments:

By:

Employer	Parent
Job Supervisor	Student-Learner
Teacher-Coordinator	Date

EMPLOYER EVALUATION OF STUDENT

____________________________ (Student)

____________________________ (Training Agent)

Please rate the above student on the following traits as you have observed during his or employment. (A Superior; B Above Average; C Average; D Below Average; E Poor)

RATING

	6 wks.	6 wks.	6 wks.
APPEARANCE (Consider neatness, cleanliness, and appearance of dress)	ABCDE	ABCDE	ABCDE
MANNER (Consider courteous treatment of customers and other employees)	ABCDE	ABCDE	ABCDE
INITIATIVE (Consider ability to work without directions)	ABCDE	ABCDE	ABCDE
ACCURACY (Consider correctness in performing all jobs)	ABCDE	ABCDE	ABCDE
LOYALTY (Consider faithfulness to the training agency)	ABCDE	ABCDE	ABCDE
COOPERATION (Consider willingness to work with others)	ABCDE	ABCDE	ABCDE
RESPONSIBILITY (Consider dependability and reliability)	ABCDE	ABCDE	ABCDE
KNOWLEDGE (Consider possession of necessary job knowledge)	ABCDE	ABCDE	ABCDE
ENTHUSIASM (Consider attitude toward entire job)	ABCDE	ABCDE	ABCDE
PROGRESS (Consider any improvement shown)	ABCDE	ABCDE	ABCDE
GENERAL EVALUATION (Consider the student's value to you)	ABCDE	ABCDE	ABCDE

Note: Please make any comments on the back of this sheet.

____________________________ (Supervisor)

Please return to:

Richard A. Mann
Raleigh County Schools
105 Adair Street
Beckley, WV 25801

RALEIGH COUNTY SCHOOLS
RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Cooperative Work Experience Program

Employer______________________________________ Date______________

Department____________________________ Supervisor________________

Number Students Requested________________

Job Description:

Qualifications required:

Remarks:

RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Student Date - Cooperative Education Programs

Student	Birthdate	Social Security Number	Training Assignment	Date Assigned	Training Agreement
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

February 12, 1973

SUMMARY OF COOPERATIVE EDUCATION PLACEMENTS
Second Semester

Veterans Administration Hospital			57
Nursing	20		
Medical Administration	14		
Dental Assistant	4		
Engineering-Drafting	2		
Corrective Therapy	2		
Supply	2		
Pulmonary Lab	2		
Recreation Trainee	2		
Canteen Food Service	3		
Building Maintenance	2		
Canteen Retailing	1		
Pharmacy Assistant	1		
EKG Lab Assistant	1		
Dietetic Food Service	1		
Board of Education		Clerical	14
Meadows Lumber Company		Sales & Distribution	7
YMCA		Building Maintenance	4
		Recreation Trainee	1
City of Beckley		Clerical	4
		Sanitation Lab	1
Appalachian Regional Hospital		Retailing	3
		Social Service Aide	1
Modern Furniture Company		Carpenter Helper	2
		Building Maintenance	2
Lewis Chevrolet Company		Mechanic Helper	3
BJW Printers Inc.		Print Shop Trainee	3
Dr. Donald Neal, DDS		Dental Assistant	1
		Dental Lab Assistant	1
Krogers Inc.		Retailing	2
E. Buel Stover, J. P.		Clerical	2
Cardinal State Bank		Clerical	2
Blue Ridge Memorial Gardens		Clerical	2
Dr. Theresa Edwards, DDS		Dental Assistant	1
		Clerical	1

Dr. J. P. White, DDS.	Dental Assistant	2
Barracks Inc.	Mechanic Helper	2
Raleigh Motor Sales Inc.	Mechanic Trainee	2
U. S. Soil Conservation	Clerical	1
Schiffs Shoes Inc.	Retailing	1
Joe Rodriguez, J. P.	Clerical	1
Beckley Hotel	Clerical	1
Vocational Rehabilitation	Clerical	1
Dr. O. L. Peck, DDS.	Dental Assistant	1
Beckley Newspapers	Cub Reporter	1
Tom Cantabery, Prosecutor	Legal Orientation	1
Rhodes Supply Company	Clerical	1
E.M. Payne Company	Clerical	1
Dr. W. H. Harris, DDS.	Dental Assistant	1
Dr. Lewis Kittle, DDS.	Dental Assistant	1
Peerless Packing Company	Meatcutting Trainee	1
Convenient Food Market	Meatcutting Trainee	1
Packs Grocery	Stock Clerk	1
	TOTAL	135

SCHOOL SUMMARY

Woodrow Wilson High School	88
Shady Spring High School	11
Trap Hill High School	9
Sophia High School	8
Stratton Jr. High (Experimental Program)	19
TOTAL	135

APPENDIX U

RALEIGH COUNTY BOARD OF EDUCATION
108 ADAIR STREET
BECKLEY, WEST VIRGINIA
25801

March 1, 1973

Member of the West Virginia
School Boards Association
Mr. J. A. Blackburn, President
Mr. A. Mac Carpenter, Member
Mr. George B. Chambers, Member
Rev. Virgil C. Cook, Member
Mr. Warren G. Jarrell, Member

Administrative Staff
Mr. William H. Baker, Superintendent
Mr. Mason M. Anderson, Asst. Supt.
Mr. Earl Halsey, Asst. Supt.
Mr. Sherman C. Trail, Asst. Supt.
Mr. David Shrewsberry, Business Manager
Telephone (304) 252-7355

Mr. E. F. Spurlock
U. S. Department of Labor
Wage-Hour Division
500 Quarrier Street
Charleston, WV 25301

Dear Mr. Spurlock:

The Raleigh County Board of Education, through its Research and Development Project in Career Education, a federally funded project, is attempting to provide on-site training for students sixteen years and older.

Vocational training facilities are operating at capacity in the county but are unable to meet the training needs of all students. At present, we have about one-third of our graduates who have pursued the general program of studies and have not gained salable skills for entry level employment.

We have investigated the interest among employers and students in regard to cooperative training program. We are confident of placement and student interest for as many as three hundred (300) or more students for next school term. Our discussions with employers have been based on the six (6) criteria listed for trainees in Wage Hour Publication 1297 (Rev), "Employment Relationship under the Fair Labor Standards Act, June 1972". The criteria are:

1. the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

2. the training is for the benefit of the trainees or students;

3. the trainees or students do not displace regular employees, but work under their close observation;

4. the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

5. the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

6. the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

It is obvious that if employers are required to pay wages, it would greatly reduce training opportunities, thus prohibiting opportunities for many of our students.

It is our desire that your office define the students in this program as non-employees. This would help us overcome a significant problem in the development of the program. We would welcome on-site visits and recommendations from your office.

Attached is an outline of the program including the training agreements which we believe meet all the above criteria of the previously mentioned wage hour publication.

Sincerely,

William H. Baker
Superintendent

U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
OFFICE OF THE AREA DIRECTOR
500 Quarrier Street, Room 4412
CHARLESTON, WEST VIRGINIA 25301

March 15, 1973

William H. Baker, Superintendent
Raleigh County Board of Education
105 Adair Street
Beckley, West Virginia 25801

Dear Mr. Baker:

This is in reply to your letter of March 1, 1973, in which you ask that we define students in your proposed Career Education Program as non-employees.

You state that vocational training facilities in your county are operating at full capacity and are unable to meet the training needs of your students. You estimate that 300 students could be placed in your proposed program during the next school term.

The outline of the proposed program indicates that students would be assigned to training stations (commercial establishments) during school hours for varying lengths of time. One or two hour blocks of the school schedule would be utilized for periods of six weeks to two full school terms, depending on the amount of training needed to reach the goals in the training plan for the individual student. Students would receive school credit for the hours spent in training, but would receive no wages for these hours.

The resume of the training plan indicates that the individual programs would be jointly developed by the teacher-coordinator, the sponsoring establishment, and the student. The training would involve coordinated classroom instruction and training station instruction. The on-site instruction would be coordinated and supervised by coordinators employed by the Board of Education.

The basic question involved, as far as the Fair Labor Standards Act is concerned, is whether these student activities would render them employees of the employer - establishments, and subject to the wage requirements of the Act.

Generally, under the Fair Labor Standards Act, whether trainees or students are employees of an employer under the Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If all six of the following criteria are met, the trainees or students are not employees within the meaning of the Act:

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(2) the training is for the benefit of the trainees or students;

(3) the trainees or students do not displace regular employees, but work under their close observation;

(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students, and on occasion his operations may actually be impeded;

(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Applying these criteria to the situation you describe, it is our opinion that as long as these students rotate in the work experience cycle, without working an excessive length of time at one establishment, they would meet the criteria outlined above and would not be considered employees within the meaning of the Act. A much closer question exists where the student spends substantial time in one employer's establishment in a situation where his work comes to provide an immediate advantage to the employer. In such a situation, it would appear that the student, at least after a reasonable initial period, might well be regarded as an employee for the remainder of the period. It would also be important that the students' activities be supervised and monitored by the counselor or coordinator throughout the period.

There may be situations where a Distributive Education Program could be utilized, whereby student learners are employed at rates somewhat less than the applicable minimum wage rate under the Fair Labor Standards Act. For your information, we are enclosing a copy of

Regulations Part 520, Employment of Student Learners.

I trust that the foregoing information is responsive to your request. Please feel free to contact us when we may be of further assistance.

Sincerely yours,

E. F. Spurlock

E. F. Spurlock
Acting Area Director

Enclosure:
Part 520

March 19, 1973

TO: Prospective Co-Op Sponsors

FROM: Richard Mann, Career Education Project

SUBJECT: U. S. Labor Department Restrictions on Cooperative Education Programs

The U. S. Department of Labor has placed certain restrictions on our cooperative education program for next school term.

Basically the regulations provide three options under which the program can legally operate. They are:

1. Students may be placed for as long as three months with one employer without entering an employment relationship. An employment relationship would exist for co-op hours at any time students were provided part-time employment with the co-op sponsor. In most occupational areas, students may co-op one full semester without pay, provided, they do not become part-time employees. After three months students would rotate to different employers.

2. After the three month base period, an employer may employ a co-op student during his co-op hours at $1.20 an hour providing he does not provide part-time work outside school hours. Application must be made for Student Learner Certificate. The maximum total cost to the employer per student would be $240.00 plus employer contribution to Social Security, Compensation, etc. Maximum on the job hours would be 340, on a two hour per school day schedule. This arrangement would average out to $.70 an hour for the total maximum days the student would be available.

3. In this option, the employer would begin payment of minimum wage ($1.60) after the three month base period. The total cost per student (170 days), (340 hours), would be $380.00 plus employer contributions to Social Security, Compensation, etc. Under this arrangement employers would be free to offer part-time work at their discretion. This arrangement would average out to $1.16 an hour for the maximum days the student would be available.

APPENDIX V

Guidelines from Dr. Nerden for Independent Evaluation

1. They will need to spend as much time as they can, individually, seeing Career Education in action.

2. They will also need to sample the reactions and perceptions of as many other individuals and groups as time permits. An indication of the extent of the sampling follows:

   Advisory Committee members
   Parents
   Student groups
   Teacher groups
   Employers
   Others

3. They will want to review with the staff and/or other appropriate personnel matters and documents concerning the following:

   *Budget for operations

   *Record of expenditures

   *Comparison of expenditures to request made by teachers

   *Materials for Teaching-Learning developed in the project, including outlines, syllabli, descriptive literature, slides, etc.

   *Use of para-professionals in the program

   *Extent of guidance, counseling, placement activities

   *Evidences of innovative Career education activities in the schools

   *In-Service professional activities provided for teachers in program

   *Results of post-testing by means of instruments designed for that purpose

   *Other

TO: The Principals of Town District Schools

FROM: Mary Louise Klaus, Project Director

SUBJECT: Independent Evaluation of the Career Education Project

As part of the original project proposal and Letter of Assurance which were filed with the U. S. Office of Education in October of 1971, the Raleigh County Research and Development Project in Career Education was required to have an independent evaluation done by an outside agency. After the project was funded on February 1, 1972, efforts were begun to locate an appropriate agency to conduct this evaluation. After careful consideration, and with the assistance and advice of the State Project Officer for the Project, Mr. Glenn Smith of the Research Coordinating Unit, Marshall University, a contract was negotiated with Dr. Joseph T. Nerden, North Carolina State University for the independent evaluation.

Two meetings have been held by the Superintendent's Administrative Staff and the Project Staff with Dr. Nerden to make plans for this independent evaluation. Plans have been formalized for providing Dr. Nerden with certain statistical data and logistic information in addition to scheduling an "on-site" visit by a team of evaluators selected by Dr. Nerden. This visit will occur on April 30, May 1 and 2, 1973. The team members, five in all, will need to spend as much time as they can, individually, seeing career education in action.

They will also need to sample the reactions and perceptions of as many other individuals and groups as time permits. An indication of the extent of this sampling follows:

Advisory Committee members
Parents
Student groups
Teacher groups
Counselors
Employers
Others

They will want, finally to review with the staff and/or other appropriate personnel matters and documents concerning the following:

*Budget for operations

*Record of expenditures

*Comparison of expenditures to requests made by teachers

*Materials for Teaching-Learning developed in the project, including outlines, syllabii, descriptive literature, slides, etc.

*Use of para-professionals in the program

*Extent of guidance, counseling, placement activities

*Evidences of innovative Career education activities in the schools

*In-Service professional activities provided for teachers in program

*Results of post-testing by means of instruments designed for that purpose

*Other

Enclosed you will find a listing of thirty-nine characteristics (or criteria) upon which the team members will be basing their evaluation. It would be helpful if this information could be relayed to all of your staff members.

If you have any questions concerning this independent evaluation, please feel free to contact any of the Career Education Staff members.

Enclosure

Characteristics (or Criteria) Upon Which the Independent Evaluation Will Be Based

1. Career Education in the public schools includes components at the elementary, secondary and middle school levels.

2. Career education is not a separate and discrete part of the curriculum; rather, it is an effort to integrate the entire curriculum with career objectives.

3. In addition to helping students discover information on careers, the program includes personal development activities such as those which:
   a. develop in them attitudes about the personal and social significance of work in the world
   b. develop in each student self-awareness in a technological society
   c. discover and develop occupational aspirations in each student
   d. improve overall performance in school by making all subjects more relevant to career objectives of the student

4. Well developed programs of job preparation, in a variety of occupational areas, are available in the region to all students who desire them, as a result of motivation and identification of careers provided by career education activities.

5. Use is made where feasible and practical of "cooperative education" for students during the school years.

6. Conscious efforts are made by the local leadership to unify the efforts of all teachers to assist in the achievement of career objectives for each student.

7. Continuing education throughout the work life of an individual is evident in the wholeness of the objectives and goals of the career education program.

8. Involvement of faculty and staff in job placement activities, follow-up studies, and continuous counseling activities are characteristics of the career education program.

9. Articulation of all aspects of career education is effected or planned (K-12) in the public schools, and upward with higher education.

10. As the career education program is conducted in the middle grades, the number of occupational clusters increases, but the breadth of each decreases in the direction of more specificity.

11. Frequent in-service activities (conferences, workshops, meetings, lectures) are provided the total faculty in an effort to achieve "wholeness of purpose" in the career education program in the schools.

12. Efforts are made by the administration and faculty to assess and modify the extent to which characteristic #11 above is successful or has limitations.

13. The administration is empathetic, sympathetic and intelligent about the concepts, major purposes, goals and objectives of career education.

14. The administration encourages and is overtly supportive of the career education program.

15. Research activities (formal and/or informal) relating to career education have been inaugurated.

16. The community is involved in the career education program ("Community" includes the home, family, church, social agencies, etc.)

17. Close contact is maintained with the world-of-work segment of the community, a) by means of its involvement in carefully organized advisory and counsulting committees; b) by means of involvement in cooperative programs.

18. Steps are taken by the administration to regularly assess the interaction and the results of interaction between school and community in connection with the career education program.

19. Students are helped to discover, assess and understand the breadth of the world of work.

20. Students study and understand the broad clusters of occupations in their early contacts with the career education program.

21. Teachers make school-wide and community wide efforts to provide students opportunities to view, study, be involved in, assess, and understand important aspects of a wide range of careers.

22. Resources (See #21) drawn from school and/or community are representative of both human and material aspects of careers, and are instrumental in helping students understand occupations in the world of work.

23. Efforts are made by faculty and staff to organize student activities and learnings such that accurate and intelligent value judgments are acquired by students relative to the world of work.

24. Adequate funds are available to provide for teachers, supervision, supplies and materials, and equipment for the conduct of an articulated career education program.

25. Students that have participated in the career education program supply an evaluation that indicates the desirability of continuing the program, and attests to the value of the activities and instruction.

26. Teachers make conscious efforts to assess the attitudes and appreciations acquired by individual students, relative to career education goals and objectives.

27. Teacher assessment of successes includes the extent to which students appear to sense, (a) their roles in the world of work, and (b) their awareness of capabilities and competencies necessary for success.

28. Counseling of students at the teacher level is an ongoing activity, with the teacher acting as guide and helper.

29. There is an effective program of guidance and counseling provided by professional counselors and para-professionals in the school. (The ratio of students to para-professionals and professionals is satisfactory.)

30. Provisions are made on an individualized basis for all aspects of guidance and counseling, career education and follow-up to assure that the needed growth and maturation occurs in:
    a. The slow learner
    b. The average student
    c. The gifted student
    d. The disadvantaged student
    e. The potential drop-out
    f. The student of a racial or religious minority group
    g. The rural youth
    h. The urban youth

31. Effective utilization is made of a wide variety of resources drawn from the multi-media field. These include:
    a. Audio-video materials
    b. Visuals (photographs, slidefilms, etc.)
    c. Programmed instruction packets
    d. Computer assisted instruction
    e. (Other)

32. As the students move upward in the grades toward their individual "times of occupational decision-making" (a) exploration of narrower occupational clusters occurs, and (b) opportunities for acquiring entry level job skills are made possible.

33. For those students who wish it, and are capable of engaging in the learning aspects, short-term but intensive skill training is provided by the school. This may include "in-school" and/or "cooperative training" learning activities.

34. When tentative vocational choices have been made by students, opportunities at the secondary level to engage in job preparatory experiences are available in the area.

35. Vocational preparation, as a major segment of career education, has been organized to prepare individuals for:
    a. Immediate employment in a recognized occupation

  b. continuing education
  c. participating citizenship
  d. social responsibilities

36. Throughout the upper levels of the career education program, guidance and counseling is provided all students such that:
    a. The ratio of students to counselors is appropriate,
    b. Counselors (professionals and para-professionals) involve the faculty,
    c. Emphasis is upon skills necessary in acquiring, holding, continuing and succeeding in an occupation.

37. Placement in jobs related to the occupational instruction offered is recognized by faculty and administration as a responsibility of the educational institution.

38. An intensive follow-up system of all who leave or complete an instructional program at the school is either in operation or planned for operation at an early date. The system includes provisions for early leavers, drop-outs, completers, certificate and diploma recipients and others.

39. Planning for growth and improvement of the career education program is evident by the administration and others.

THE STUDY TEAM

The team members engaged in the study were selected from fields representative of the major elements of Career Education. A brief annotation follows the listing herewith.

Mrs. Rachel Cline, Career Education Project for Caldwell County, Post Office Box 309, Lenoir, North Carolina, 28645. Coordinator of Career Education, Caldwell County (N.C.) Career Education Project. Many years as teacher and supervisor in the public schools, particularly in the grades through nine.

Mr. David R. Hill, 4111 Susan Drive, Williamsville, New York, 14221. Coordinator of Curriculum, First Supervisory District, B.O.C.E.S. Buffalo, N.Y. Long experience in the field of Guidance, and in the field of curriculum organization and production, long range planning of education, and student personnel services. Candidate for doctoral degree in occupational education administration at North Carolina State University in 1973.

Mr. Lucian Lombardi, 102 Ellsworth Blvd., Kensington, Conn., 06037. Connecticut State Director of Technical Colleges, many years experience as a building contractor, followed by local supervision and administration of an area vocational school, and by state supervision and administration of a system of Technical Colleges. Has been involved extensively in matters of articulation vertically between levels of education, and horizontally in effecting career relevance in subject matter.

Mr. Walter Raines, 1704 Scales Street, Raleigh, N.C., 27607. Doctoral candidate in occupational education administration at North Carolina State University in 1973. Former member of supervisory staff of the Virginia State Department of Education. Has been extensively involved in educational planning, organization at both state and local levels. Long experience in private business, public schools teaching and particularly in distributive education.

Dr. Joseph T. Nerden (Chairman), 2201 Dixie Trail, Raleigh, N.C. 27607. Professor, School of Education, North Carolina State University. Long experience in teaching, supervision and administration of public education. Former State Director of Vocational and Technical Education, and member of Connecticut State Department of Education 1971-1964.

January 24, 1973

Dr. Joseph T. Nerden
2201 Dixie Trail
Raleigh, North Carolina 27607

Dear Dr. Nerden:

In reply to your letter of January 21, 1973, I have made the reservations for five rooms at the Ramada Inn for the nights of April 29, April 30, May 1, and May 2. I was not sure whether you planned to leave when you finish on the last day, May 2 or stay over until the next morning. If you do not need the reservations for the night of May 2, please advise me and I will cancel them for that night.

As you requested, we will send a copy of the most recent quarterly report to each of the other team members. In addition, we have scheduled a luncheon meeting with the Advisory Committee for the Project on Monday, April 30 so you and the other team members may have the opportunity to question and talk with these members.

It sounds as though you have made excellent choices for the other members of the evaluation team. I appreciate the information you sent me on them. Thank you very much.

Sincerely yours,

Mary Louise Klaus
Project Director

cc: Mrs. Rachel Cline
Mr. David R. Hill
Mr. Lucian Lombardi
Mr. Walter Raines

APPENDIX W

RALEIGH COUNTY SCHOOLS
Research and Development Project in Career Education
105 Adair Street
Beckley, West Virginia 25801

May 15, 1973

Dear Sir:

The Job Placement Office is actively promoting job interview opportunities for our youth who will complete high school this June. We are also seeking summer and part-time opportunities for younger students and for those who plan to continue their education or training. We encourage employers to consider these young people for entry level employment. This office will make every effort to assist you in obtaining acceptable employees from these groups.

Enclosed please find a summary of training qualifications, job interests, and other related information on the students who will be available for employment after graduation. If you wish to consider employment of our graduates, please contact this office and we will be happy to arrange for appropriate students to contact you concerning application and interview procedures.

As you may be aware, the Raleigh County Board of Education is now operating a program designed to provide training and job assistance for disadvantaged students, primarily those who have dropped out of the regular school program. If your business would like to assist in the development of these individuals, by offering job interview and employment opportunities, we would be happy to work with you in that effort, also.

Finally, we believe that local employment of our youth can have a significant impact on the economic and social climate in our community. If you desire further information, please contact this office by mail or phone, 252-7355.

Sincerely,

Richard A. Mann
Job Placement Officer

Enclosures

STUDENT DATA

RALEIGH COUNTY VOCATIONAL TECHNICAL CENTER

Program	No. Completing Program two years or more
Auto-Body and Fender	4
Auto Mechanics	7
Building Trades	7
Commercial Foods	9
Drafting	6
Industrial Electricity	12
Machine Shop	13
Masonary	10
Mill and Cabinet	5
Nursing Assistant	19
Practical Nursing	40 (Sept. 73)
Radio & T.V. Repair	7
Sheet Metal	3
Tech Electronics	8

NUMBER COMPLETING VOCATIONAL BUSINESS EDUCATION PROGRAMS

Secretarial-Steno	21
Bookkeeping-Accounting	12
Clerical Office	27

STUDENTS AND AREAS OF COOPERATIVE WORK EXPERIENCE
(160 to 320 hrs.)

Nursing Assistant	20
Dental Assistant	10
Corrective Therapy Assistant	2
Pharmacy Assistant	2
EKG Assistant	1
Retail Sales	3
Secretarial-Clerical	45
Building Materials Distribution	3
Printing Trades	2
Warehouse Man	2
Building Maintenance	2
Bookkeeping	2

SUMMER JOB INTERESTS OF STUDENTS WHO WILL CONTINUE EDUCATION OR TRAINING

Cashier
Sales
Clerical
Delivery
Custodian
Laborer
Telephone Operator
Construction
Stock Room
Child Care
Truck Driver
Waitress
Sign Painting
Life Guard

APPENDIX X

Project Cost
Transportability Data

	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
I. Career Awareness Component (K-6)						
A. Personnel (Salary & Benefits)						
Staff* (17 mos.)	8,668.89	5,208.05		13,876.94		
Teacher Committees		1,500.00		1,500.00		
Sub-total	8,668.89	6,708.05		15,376.94	3,769	4.08
B. Teacher In-service		6,585.00	22,918.34	29,503.34	3,769	7.83
C. Travel						
Staff	249.83	227.28		477.11		
Consultant	95.98	131.78		227.76		
Field Trips			311.15	311.15		
Sub-total	345.81	359.06	311.15	1,016.02	3,769	.27
D. Supplies and Materials	12,595.96	1,031.90		13,627.86	3,769	3.62
E. Services (Consultant)	100.00	500.00		600.00	3,769	.16
Component Totals	21,710.66	15,184.01	23,229.49	60,124.16	3,769	15.95

*This position was vacant 3½ months.

Project Cost
Transportability Data

	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
II. Career Orientation Component (7-9)						
A. Personnel (Salary & Benefits) Staff (12 mos.)	12,225.51			12,225.51	1,845	6.63
B. Teacher In-service		3,465.00	29,208.16	32,673.16	1,845	17.71
C. Travel						
Staff	223.68	239.41		463.09		
Consultant	46.93			46.93		
Field Trips			381.35	381.35		
Sub-total	270.61	239.41	381.35	891.37	1,845	.48
D. Supplies & Materials	10,362.10	850.00		11,212.10	1,845	6.08
E. Services (Consultant)	100.00			100.00		.05
Component Totals	22,958.22	4,554.41	29,589.51	57,102.14	1,845	30.95

Project Cost
Transportability Data

	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
III. Guidance and Counseling Component (K-12)						
A. Personnel (Salary and Benefits)						
Guidance Supportive Personnel	16,491.78			16,491.78		
Paraprofessional Test Coordinator	5,473.04	2,152.40		7,625.44		
Sub-total	21,964.82	2,152.40		24,117.22	8,019	3.01
B. Counselor In-service			3,388.62	3,388.62	8,019	.42
C. Travel (Consultant)	53.39			53.39	8,019	.01
D. Supplies and Materials						
Test Materials	1,859.35			1,859.35		
Occupational Materials	8,016.86			8,016.86		
Sub-total	9,876.21			9,876.21	8,019	1.23
E. Services						
Consultant	200.00			200.00		
Test Scoring	1,998.18			1,998.18		
Sub-total	2,198.18			2,198.18	8,019	.27
Component Totals	34,092.60	2,152.40	3,388.62	39,633.62	8,019	4.94

Project Cost
Transportability Data

	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
IV. Job Placement Component (7-12)						
A. Personnel (Salary & Benefits) Staff (17 mos.)	12,728.45	5,155.55		17,884.00	1,021	17.52
B. Travel	469.92	236.40		706.32	1,021	.69
C. Supplies & Materials	125.96	359.86		485.82	1,021	.48
D. Communications	118.48			118.48	1,021	.12
Component Totals	13,442.81	5,751.81		19,194.62	1,021	18.80

Project Cost Transportability Data

	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
V. Administration Component (K-12)						
A. Personnel (Salary & Benefits)						
Staff			13,867.79	13,867.79		
Secretary	3,575.55	483.55		4,059.10		
Sub-total	3,575.55	483.55	13,867.79	17,926.89	8,019	2.24
B. Administrator In-Service			883.01	883.01	8,019	.11
C. Travel						
Staff	253.00	1,925.40*		2,178.40		
Consultant	55.97	103.08		159.05		
Sub-total	308.97	2,028.48		2,337.45	8,019	.29
D. Supplies & Materials	1,053.58	2,368.63		3,422.21	8,019	.43
E. Communications	382.40	99.36		481.76	8,019	.06
F. Services						
Consultant	300.00	200.00		500.00		
Printing	2,951.82			2,951.82		
Sub-total	3,251.82	200.00		3,451.82	8,019	.43
G. Equipmental Rental	240.00	100.00		340.00	8,019	.04
Component Totals	8,812.32	5,280.02	14,750.80	28,843.14	8,019	3.60

*Includes $1700.00 supplemental allocation for visit by sixteen administrators to Cobb County, Georgia schools.

Project Cost Transportability Data	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
VI. Evaluation Component						
Negotiated Sub-Contract		4,500.00		4,500.00	8,019	.56

Project Cost Transportability Data

Total Project (Totals Drawn from Each Preceding Component)	Supplemental Allocation for Vocational R & D (Federal)	P.L. 90-576 Part C, EPDA (Part F), State Administered	Local Funds	Total Spent	Number of Pupils	Per Pupil Cost
A. Personnel (Salary & Benefits)	59,163.22	14,499.55	13,867.79	87,530.56	8,019	10.92
B. In-Service		10,050.00	56,398.13	66,448.13	8,019	8.29
C. Travel	1,448.70	2,863.35	692.50	5,004.55	8,019	.62
D. Supplies and Materials	34,013.81	4,610.39		38,624.20	8,019	4.82
E. Communications	500.88	99.36		600.24	8,019	.07
F. Services	5,650.00	700.00		6,350.00	8,019	.79
G. Equipmental Rental	240.00	100.00		340.00	8,019	.04
H. Evaluation		4,500.00		4,500.00	8,019	.56
Project Totals	$101,016.61	$37,422.65	$70,958.42	$209,397.68	8,019	26.11

APPENDIX Y

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